

Southern COACH & ATHLETE

Vol. IX

A Magazine for Coaches, Players, Officials and Fans

No. 5



January, 1947

20¢



**FOOTBALL
SUMMARIES**

SOUTHERN SCHOOLS
LUTCHER STARK HIGH SCHOOL
Orange, Texas

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A Magazine for Coaches, Players, Officials and Fans

Volume IX

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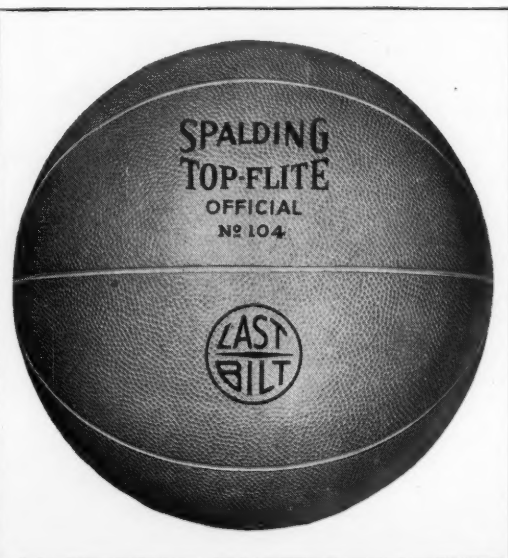
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W. T. BARRETT, *Principal*

SOUTHERN SCHOOLS

Litcher Stark High School Orange, Texas

PATTERNS FOR PROGRESS

By RAYMOND J. FREE,
Coordinator of Language Arts

ON THE banks of the Sabine River where Texas meets Louisiana—Orange, Texas, a city constantly attracting attention as a center for ship-building, industry, and education, has witnessed changes during the past five years which few towns in the United States can equal.

Before 1941 the pattern was that of a small town, as prosperous, as progressive, as busy as the average American town of eight thousand people. War changed the pattern to a complex scene which skyrocketed the population to 60,000, which ballooned the peacetime contracts of the two shipyards into a vast program for national defense, which overnight created the largest federal housing projects in the United States. Paying six million dollars monthly to 25,000 men and women electricians, welders, pipe-fitters, and machinists, the shipyards at one time launched a ship a day.

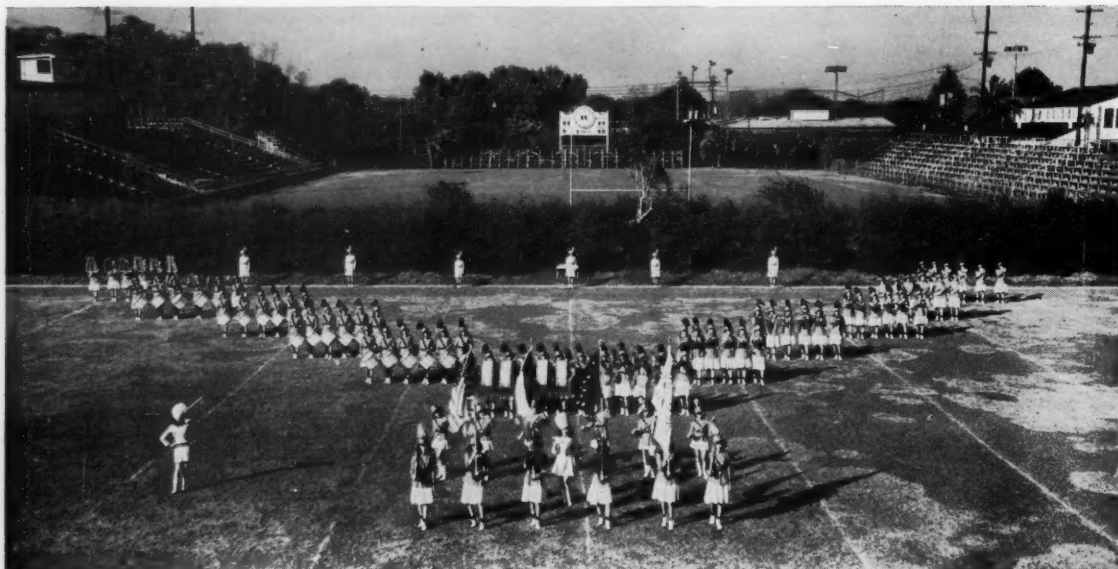
In the Sabine River as if by magic appeared heavy destroyers, destroyer-escorts, landing craft, tugs, barges, and dredges.

Postwar Picture Promising

Those who predicted that the postwar pattern would be a return to the original small town port and that only a ghost town would remain after the war contracts terminated, now are convinced that the emerging pattern is industrial and that the final picture will more closely resemble the war period than the era of the small town. The dry dock continues in use for ship repairs; the shipyards manufacture prefabricated steel products; businesses expand. In a fluid stage, the population includes between 30,000 and 40,000 people.

Largest of the new industrial plants to come to

Bengal Guards moving forward in a double echelon movement.





RAYMOND J. FREE

Orange is the \$100,000,000 Sabine River Works of the E. I. Dupont de Nemours to produce nylon salt. On a 1,200 acre site, intermediates made from natural gas, petroleum, air, and water form compounds from which can be processed nylon yarn for hosiery and other textile uses, and flakes for plastics.

The final pattern foreshadows Orange a Navy town. One of the fifteen centers for the Sixteenth Fleet and the only gulf coast area base for permanent berthing of naval vessels on inactive status, over 250 ships will be berthed at twelve piers to form Orange's "Mothball" fleet. The naval base includes a repair depot as well as a berthing

place. Over 5,000 naval personnel will man the permanent base.

Schools Follow Patterns

With a student body increasing yearly at an average rate of 50%, a new \$750,000 high school plant, constructed in 1942, now serves the 10th, 11th, and 12th grades. Even this building did not provide sufficient space; rows of barracks and hutments like giant appendages sprang up all around the school. Still needed, these temporary structures indicate that the school population has not dwindled since the end of the war. The old high school building now serves the 7th, 8th, and 9th grades — Carr Junior High School.

The Lutch Stark Senior High School includes a lunchroom, a gymnasium-auditorium, a library, a home economics wing, and a shop wing. Meals are served daily from 11:30 until 1:00 to 500 pupils. Supervised by a trained nutritionist, the lunchroom offers a balanced meal at reduced prices to each pupil. Because overcrowded conditions still exist, the lunchroom serves morning and evening meals at nominal costs to the faculty.

Diversified Curricula

In addition to the academic courses, the school provides for vocational education, industrial arts, homemaking, commerce, health and physical education, fine arts, and music. Courses in social studies include economics and world problems. Biology, physics, chemistry, and aviation are offered by the science department. There are courses



J. W. EDGAR, Superintendent

in agriculture, Spanish, speech, and journalism to give the pupils a wide choice of subjects.

Besides the regular classes in physical education, the school offers health supervisory services, co-operatively with the city-county health clinic, to each pupil. Health and safety education are stressed.

In order to serve high school youth not enrolled in homemaking classes, a personal improvement program has been developed to provide opportunities through which boys and girls may gain experience in home membership. During study period they are free to go to the home membership room to cook, sew, launder, shampoo hair, or to shine shoes. Through this means,

Lutch Stark High School at dismissal time.



many boys have been interested in home economics and have enrolled in the boys' course in homemaking.

In industrial arts there are courses in mechanical drawing, woodwork, sheetmetal, and trades and industries. This department sponsors a hobby shop. Parents and pupils are invited to bring their hobby projects to the shop and to use the tools and equipment provided by the school.

The commerce department offers courses in typing, bookkeeping, shorthand, and business training. As business opportunities increase, many of these girls secure employment in Orange upon graduation.

Each period during the day there is opportunity for individual, special group, and class work in instrumental and vocal music. The choral music course is designed to furnish students with technical knowledge and practical training in music, and

to furnish work in the history and appreciation of music. Instrumental music offers full musical experience to arouse and develop the intellectual appreciation of music.

Guidance and Library Services

To help the pupils with their problems there is a guidance department with a full time coordinator to help the pupils with social, physical, and educational problems. Through conferences new pupils are able to make the necessary adjustments to the broad curricula of the school.

In the Orange individualized study programs the library plays an integral part. There is a full time librarian. In the library is an annotated fiction list available to students. All language arts classes have one free reading period a week, in which the entire class goes to the library and each class member is free to read any book of his choosing.

The Litcher Stark Senior High School has been a member of the Southern Association of Secondary Schools since 1916 and is accredited with the State Department of Education of Texas. There are forty-three teachers on the faculty. The enrollment is 890. The school was evaluated by a committee of forty in 1945 under the leadership of Dr. Joseph Roemer of Peabody College.

Educational workshops held during the summer for the past five years at Orange, Austin, Denver, and New York provide courses of study to meet the changing patterns of the school system—the constant expansion during the war, the change from a small pre-war school to a large post-war school.

Activity Program

All the student's time is not spent in study. The flexible curricula of the school provides many opportunities for extra-curricular activities: athletics, speech arts, music, publications, clubs.

In the Drum and Bugle Corps, "The Bengal Guards," high school



(At left) Cheerleaders. First row, left to right: Donita Haller, Phillip Mortimer, Lela Faye Mouton. Second row: Bill Arnaud, Vivian Redmond, Howard Morris. Top: Charles Patton.

(At right) 1. Litcher Stark Senior High School Student Council. left to right, first row: Opal Watson, Ruth Streun, Billy Ray Hopkins, Jimmie Mills, Vivian Redmond, Charles Harris, Marjorie Moore, Joann Sanders, Joann Parrish, Margaret Paddleford. Second row: Bobbie Jean Marsh, Jeanneane Seruntine, Vesta Wigington, Betty Coleman, Mary Ann Lester, Barbara Luft, Virgil Dorrell, Elizabeth Ann Davis, Willis Alston, Harvey Barker, Nancy Couvillion, Polly Mazzola, Billy Hastings, Sally Ann Nimitz, Billie June Howell. Sponsor Mattie Lee Seymour.

2. Director of Guidance counseling with student. Left to right: Mrs. James Neff, Director of Guidance, Howard Chenowith, Mrs. Lizzie Davis, Secretary; Billy Burton.

3. Litcher Stark Senior High School Library.

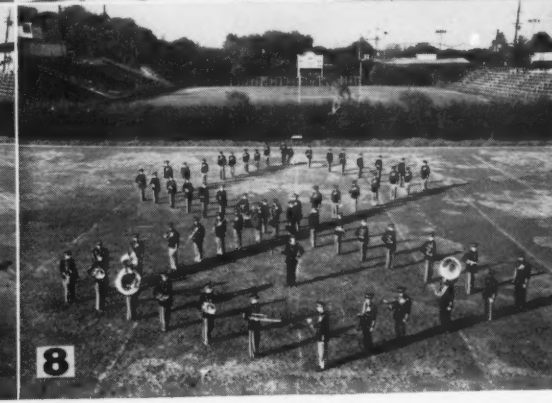
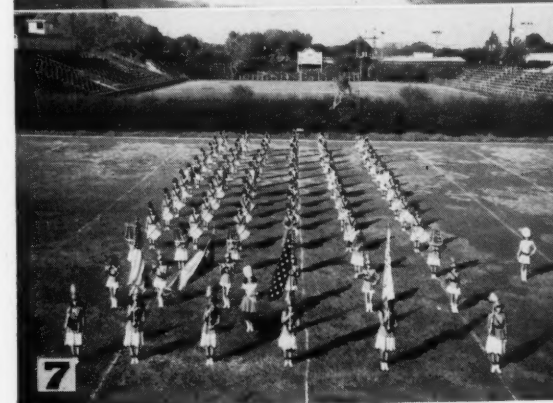
4. Bengal Guards. Left to right: Signal Drum Major, Billie Evelyn Bourge; Twirlers, Helen McDonald, Dovie Dell Sledge, Ada Lou Hamric; Tumbler, Lillian Seaman; Twirlers, Faye Brown, Alice Joyce Sledge, Cecil Moses; Head Twirler, Joyce Godwin.

5. Girls' Physical Education Class.

6. Boys' Physical Education Class.

7. Bengal Guards in Standard Corps Formation.

8. Bengal Lancers at Halt position after completing a Double Diamond Formation—Drum Major, Clifford Shipp.



girls receive instruction in marching and playing. Instruments used are bell-lyre, trumpet, herald trumpet, helicon bass, bugle, snare drum, tenor drum, cymbals, and bass drum. The corps has participated in many national contests, and the band hall contains trophies and awards garnered from all over the United States during the twenty-five year history of the organization.

The band for boys, "*The Bengal Lancers*," gives instruction in marching and playing. The band and the drum and bugle corps produce many thrilling spectacles as they perform at football games and at public festivals.

A unique activity is the speech arts program in which speech teachers train pupils in dramatic expression by offering one-act plays to volunteer groups from study halls or to special class groups. So successful have been the plays that the program now includes a wider variety of speech activities—choral speaking, assemblies, radio broadcasts, debating, public speaking, and interscholastic league contests.

The music department through similar workshops provides for pupils at their study halls training in choral music. Specialized work in both vocal and instrumental ensembles is now included. These groups provide entertainment for community groups and for surrounding communities.

The school has two publications—the *Tiger Scratches*, published bi-weekly by the two journalism classes; and the *Orange Peel*, the school annual. The school clubs include Future Homemakers of America, Future Farmers of America, the Spanish Club, *Los Altos Sombreros*, and a commerce club, *Ish End*.

Home-Room Is Center

Although all departments endeavor to get the pupils acquainted, to make them feel they belong to Orange, and to provide an environment conducive to the happiness of the individual—the central unifying factor in the Orange plan for assimilating the large number of new pupils is the home-room. Each home-room with a president, vice-president, secretary, and treasurer, elects its own representative to the student council and forms its own committees—publications, social, welfare, scholarship, and traffic.

The home-room meets four days a week for forty-five minutes. On Tuesday and Wednesday the home-room teacher uses the period for group and for individual guidance. On these days some members of the class attend committee or student

council meetings; others plan for the program for Thursday. Friday is school assembly day. There is no home-room period on Monday, the day on which school is dismissed one hour early in order that faculty meetings and curriculum meetings by areas may be held.

The assembly schedule includes pep rallies, visiting speakers, seasonal programs, dramatic workshop presentations, concerts, religious assemblies, and club programs.

Student Council

Candidates for the student body officers are nominated by political party conventions. Orange uses a two party system. After two weeks of campaigning, an election is held by the student council. Those elected hold dual roles as officers of the Student Council and as school officers.

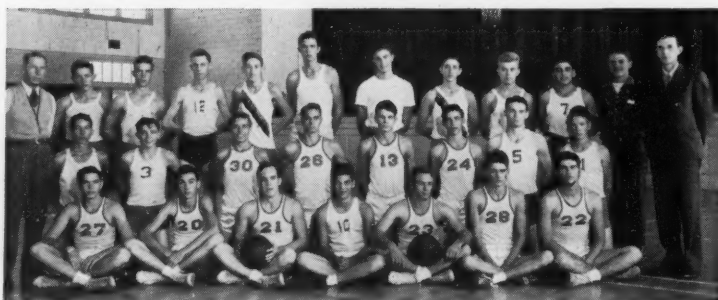
In order not to have the same student hold several offices, a point system worked out by the student council allows no student to hold offices totaling more than ten points. Ten point offices include president, vice-president, secretary of the student body, and senior class president. Seven point offices include senior class vice-president and secretary, all junior and sophomore officers, editors and business managers of publications. Other offices

count three or four points depending on the amount of work they entail for successful handling.

The school is proud of its "32 Club," formed this year, an organization of thirty-two veterans of World War II. Such a club allows the veterans representation in the student council and gives them the opportunity of becoming an integral part of the school's activity program by being organized similar to a homeroom.

Each year the council sponsors a winter carnival at which time a king and queen are crowned and at which a musical program climaxes an evening of entertainments, exhibitions, and games put on by the home-rooms. Class favorites are elected at this time.

Following a constantly changing curriculum to meet the needs and interests of the pupils, continuously developing services in guidance, student activities, interscholastic athletics, music, and speech arts, the school welcomes the diverse patterns that have originated in Orange; because diversity means full development of individual aptitudes and talents. Diversity is the foundation upon which the strength of America rests, and diversity spells patterns for progress in Orange.



1946 BASKETBALL SQUAD

Front row, left to right: Bob Jones, Richard O'Banion, Billy Hastings, Howard Morris, Prentiss Baker, Bobby Crew, Stephen McKenzie. Second row: H. D. Howard, Stanley Hall, Don Gravett, Louis Gay, Jerry Mattox, Glynn Bradley, Ted Howard, Richard Henry. Standing: Sam Davis, Head Basketball Coach Lloyd Grubbs, Bobby Weygandt, Hiram Whalen, Malcolm Clark, Rayford Jimerson, Marvin Priddy, Ralph Eikenhorst, Bill Arnaud, Frank Manchac, Lawrence Livingston (manager), Dalton Moore (assistant coach).

SOUTHERN SCHOOLS is a monthly feature of **SOUTHERN COACH AND ATHLETE**. The invitation to be included in this series is extended to any southern high school or college. They will be scheduled in the order in which the requests are received. To schedule your school for this feature, write **SOUTHERN COACH AND ATHLETE**, 751 Park Drive, N. E., Atlanta, Georgia.

THE HALFBACK ON DEFENSE

By BROOKS CONOVER,

Director of Athletics, Litcher Stark High School,
Orange, Texas



Brooks Conover began his athletic career while attending North Dallas High School from 1922 to 1926. There he was a three letterman for four years in football, basketball, and baseball.

At Texas A and M College from 1926 to 1930 he played football and baseball. He was on the All Southwest Conference football squad in 1929 and baseball squad in 1927, 1928, and 1929.

Conover's coaching experience has been continuously successful. In 16 years he has won 98 games, lost 24, tied 5, and three times had district champion teams. Beginning at Mart, Texas, in 1930 he won the bi-district championship. From there he went to Ennis, Texas, 1931-1934; Odessa, Texas, 1935-1936; Borger, Texas, 1936-1937; Brownsville, Texas, 1937-1941. His Brownsville team won two district championships. He came to Orange in 1941, and except for the three years he was in the Navy has been there since.

In 1943 he enlisted in the Physical Fitness Division of the United States Navy, but at his request was transferred to Amphibious Forces for active duty. Overseas for one year aboard the A. P. A. McGOFFIN, he participated in landing operations at Okinawa and other Pacific Islands. After being discharged as Lieutenant Senior Grade in 1946, he returned to Orange as head coach and director of athletics.

THE more diversified form of attack resulting from widespread use of the "T" formation in football makes a good defensive halfback worth the proverbial weight in gold.

No longer have we the "passing-down" situation to depend on, nor can we set up a defense based on the position of the ball on the field. Teams nowadays pass anywhere. All this puts considerably more pressure on the defensive halfbacks.

But these things are only part of the defensive halfback's responsibilities. He must offer strong protection from running plays, be able to defend himself against downfield blockers and must watch for layouts. (It's still being done by many teams.)

The ideal defensive halfback is a boy who is fast, fairly tall and possessed of quick reflexes. He should be good at judging the distance a thrown ball will travel, a good receiver of opponents' passes as well as his own and a better than average tackler.

If there is no boy available to the coach with all the first three assets named, training in the last three qualities can considerably improve whatever players the coach has with which to work.

A good drill for training the halfback for pass defense is diagrammed below. In this, four men are sent against three.

In executing the drill, players 1, 2, 3, and 4 may run on back to the point at which the play ends, according to any pattern. From the

10-yard interval the halfback is trained to break up or intercept the passes and to be in a position to tackle if a pass is completed in the flat. The passer is given a limited time to get rid of the ball—say six seconds. Sometimes a passer has less time, sometimes more, but this is considered a good average.

Of course, a halfback must be taught never to let a pass receiver get behind him nor to turn his back on the passer until the ball is thrown. This means he must learn to move backward rapidly and be ready to turn and go with a receiver once the latter has declared himself.

Another good drill for halfbacks is for a receiver to go at the halfback, who retreats, running backward. Receiver fakes, attempting to elude defender. The halfback should be admonished to keep the receiver in view at all times but in doing so, not to lose sight of the passer or the other section of the field he is defending.

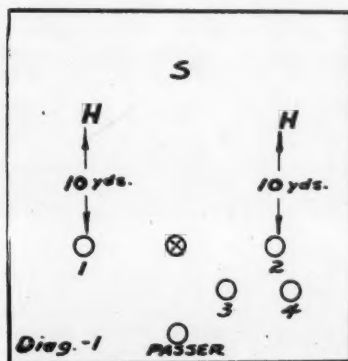
The offensive end, while far from providing a tip-off as to the opponents' intentions, is still a good man for the halfback to watch. From movements of the ends, and by other means, halfbacks can obtain certain information which they should be taught to pass along to other backs, including the safety man, even after the ball is snapped.

Naturally, scouting information will have a decided effect on the method of defense against an opponents' passing attack, but the few things covered here will be of advantage no matter how the defense is set up.

On defense against running plays we have our halfbacks come up with the snap of the ball, move to the outside of their respective ends in the orthodox manner, but on any indication of a wide run to the opposite side of the line, to stop and retreat, looking for delayed passes or passes thrown diagonally into their territory.

On plays to his side, where he is a key tackler, the halfback is taught to come up fast, ready to

(Continued on page 49)



HEALTH AND PHYSICAL EDUCATION PROGRAM

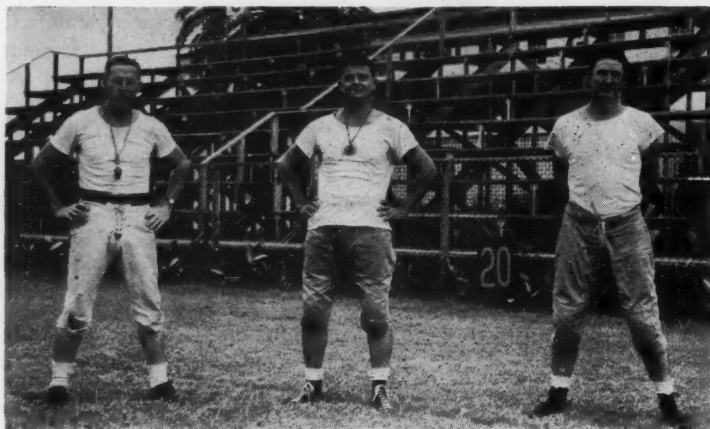
By BROOKS CONOVER,
Head of Health and Physical Education Department for Boys

THE Health and Physical Education Program in the Orange Secondary Schools is participated in by some 400 boys in Senior High School and approximately the same number in Junior High School, both using the same building and carrying on the same general program. It is administered by Brooks N. Conover, Head Coach and Athletic Director with Line Coach Sam Davis, Backfield Coach Charles Dean, "B" Squad Coach Robert Blackburn, and Junior High School Coach R. L. McCarson comprising the staff of instructors with him.

Each class has one day in the gymnasium each week for an indoor activity and two days outside on the playground. For individual training, correctives and body building, the gym is equipped with horizontal bars, parallel bars, rings, climbing ropes, and tumbling mats.

The most popular team activities are basketball and volley ball. In these sports each class is divided into teams which play to a class championship. When the class champions have been established, they enter the intramural competition which is conducted between the teams from the sophomore, junior, and senior classes. The intramural basketball competition has just been completed.

The Physical Education Program is divided into two units for each semester, the first being basketball and tumbling in the gymnasium and touch football for the outside activity. The second semester will fea-



LUTCHER STARK SENIOR HIGH COACHING STAFF

Left to right: Sam Davis, assistant coach; Brooks Conover, head coach and director of athletics; Charles Dean, assistant coach.

ture volley ball and boxing on the inside and playground baseball, track and archery for the playground activity.

At the present writing the health program is far from the standard we hope to establish. Because of the lack of facilities and other factors we are able to present only the rudiments of first aid and personal hygiene. However, we are working on a plan to provide a full semester course in health which will give a credit toward graduation.

In developing this health program we are using the experience and training of the physical education, elementary, science, and homemaking teachers, dietitians, nursery

school personnel, city and county health officials and the state department of health in an attempt to coordinate the work from the nursery school through the twelfth grade. It is our hope not only to develop a continuous program but also to integrate the health teaching with the other departments of the school.

Before the war we had made some progress in our health program and had set up a system of permanent individual health records. Because of the turn-over in personnel, shortage of teachers, and over-crowded conditions of the classes during the war years, this practice was interrupted. We plan to re-establish it for the next school year.



LUTCHER STARK "A" SQUAD FOOTBALL PLAYERS

Front row, left to right: Lloyd Marr, Bob Jones, R. Lee Bean, Elmer Parkhurst, Lloyd Biskamp, Harold Rougeau, Bill Bell, Dewitt Gipson, Richard Glaze. Second row: Gene Marks, Louis Mazzola, Kenneth Reese, Fred Gifford, Selectman Ferguson, John Greene, Troy Slater, Sam Phillips, Desmond Jones, James Peveto, Coach Charles Dean. Standing: Head coach Brooks Conover, Bobby Weygandt, Prentis Baker, Robert Frenley, James Donald, Pearce Beneke, Eugene Warren, William McDonald, Ted Howard, Stephen McKenzie, Jack Forrest, Gene Simkins, James Bass, Lawrence Livingston (manager), Coach Sam Davis.

GIRLS' BASKETBALL

By JOHN MCCARLEY

Coach of Sports Arena Blues

IN THE PAST few years basketball has become a very important sport in our high schools. Many of our schools in Georgia are too small to have football, and in many cases, basketball has become the top sport. And girls have contributed their part, as each season finds more girls trying to play the game and make their school squad. Double headers are now quite popular, with the girls' team pulling for their boys and the boys in turn pulling for the girls. It makes for a wholesome social affair that all schools would do well to encourage.

The ability of the girls' squad as a whole is improving each season. However, I still think coaches could spend more time with their girls and produce a better rounded team. The game as played by the A.A.U. is a more interesting one and a sounder game. Players and spectators alike favor this action game and, while the present day game as played by our schools in this section serves its purpose, I am sure that coaches and athletic directors will, in the near future, want to regulate their girls' game to a par with that of the boys. That is beside the point, and coaches are beginning to realize that a well-conditioned girl athlete can perform very favorably without fear of injury to her health. The schools in Iowa, Kansas, Tennessee and Texas, which lead the nation in high school girls' basketball, have tried the A.A.U. rules and have found them to be the answer to several problems.

Last season I saw a high school team from Texas enter the National Women's A.A.U. Championship and give such a good account of themselves that I could not help but wonder how our local teams would fare with such a talented team. Our game in this section has depended entirely upon one tall spot player, all players feeding her the ball. She then stands majestically with ball and arms extended over her head until she is set to pop the ball into the hoop for the needed two points. This is certainly not the game we like nor one that the fans like, and unless we be fortunate to have such a player, our interest soon wanes. In A.A.U. six girls play the game at all times and the pivot tall spot-shot has to work for her shots. She cannot pose—she must

play an active, well-rounded game or she will be no good to her team.

I should like very much for any and all coaches and faculty members of any schools in this section to come as our guest to see our girls in action. I will welcome any questions and examinations as to the A.A.U. game.

I sincerely believe that in Alline Banks we have a pivot player on a par with any man playing the spot in schools today. Her footwork, shooting and passing is with the best. In Doris Weems we have a guard that many boys should watch in her aptitude on rebounds. These two girls are, in my opinion, perfect examples of what girls can do in their favorite sport. Girls can, by correct fundamental training, do anything that a boy can do on a basketball court.

Our season at the Arena starts

with medical examinations and conditioning. Slowly we take each fundamental of play, paying very little attention to shooting. We get each girl accustomed to her position and the position of each of her teammates. Fundamentally, they must be sound before we ever start real work. We run the court using this as a method to improve our passes. We use each and every pass that boys use and see that the girls know how to use a pass in any situation. To improve their wind, we even play five and six man boys' basketball. I do not think this ruins a girl for the girls' game, but tends to develop her so that she is physically able to play a game without tiring at any time.

After several weeks of this, we are now ready to get our shooting

(Continued on page 41)

All-Americans Dorris Weems, Jimmie Vaughn and Alline Banks.



PHYSICAL EDUCATION THROUGH WRESTLING

(Second Installment)

By L. A. MOLL,
Wrestling Coach, Georgia Tech

THE first portion of this article, which appeared in the December issue of *SOUTHERN COACH & ATHLETE*, attempted to show the nature of catch-as-catch-can wrestling by reference to its historical development, to its basis in natural physical reaction and to its organization and regulation. The article made modest claim concerning the benefit of the sport to the participant. It will be the purpose of this installment to say something upon the subject of fundamental holds and techniques.

Different authors have given their viewpoints upon basic wrestling in previous articles in this magazine, and there was much agreement in their emphases. These articles were excellently illustrated, in so far as the subject can be pictorially presented. Further, the student of the sport has numerous manuals available for his reference, and to some extent these are helpful. On the other hand, doubts are sometimes expressed as to whether a successful coach will reveal his "inside" knowledge of the sport for all his competition to know, or whether he doesn't incline to hold back that which has made him distinctively successful. The answer is that he will probably not reveal it, for the simple reason that it is not a matter of revelation. It is, rather, a course of development which grows out of the practice-room situation.

Adequate preparation to coach wrestling does not consist in knowing the holds. All coaches have about the same repertoire and introduce about the same number of holds to their students. It is, perhaps, as essential to know which holds to ignore and at what stage of a student's progress to prohibit certain maneuvers to him as it is to know which to use. Aside from the question of the wrestler's native ability and his experience background, the relative success of the coach depends upon rather intangible things, such as his detection of the individual difficulties of his men and his ability to improvise adaptations in accordance with their individualities, his skillful insistence upon mastery (this in contrast with variety), his patience with inexplicable delays in learning, and the highly integrated and joint development of wrestling skill and the will

to win. From a skill standpoint, the end product of his instruction is the development of an athlete with a system of balanced maneuver so thoroughly ingrained that his procedures in contest are in the nature of automatic responses, rather than consciously applied holds and techniques. Matters such as this are simply not objectively transmissible to others. That which is so transmissible has been freely and abundantly recorded.

The accompanying illustrations were posed to portray some of the above viewpoints, and not at all as a completed presentation of basic wrestling.

Figure 1 shows two wrestlers approaching each other to contest for the take-down. Instructions to be heard in the Georgia Tech wrestling room to the beginning wrestler would be somewhat as follows: "Stay low, guard your knees, advance rapidly in short steps, watch your opponent's wrists, attack facing him, attack him, attack fast; if you think your opponent is better than you, attack."

Figures 2 and 3 show different methods of going behind an opponent for a take-down, without committing oneself too far. That is, your contestant keeps his feet well planted on the mat and keeps his back away from his opponent. In contrast with these attacks, maneuvers such as Figures 4, 5 and 6 show, carry a special hazard for the relatively inexperienced wrestler in that if any phase of the maneuver is improperly coordinated, the wrestler is apt to pull his opponent on top of himself as they hit the mat.

Figure 7 shows referee's starting position from the mat. For the offensive wrestler (the man on top) this is a very important position to learn. There simply is no substitute for a good, stiff control of an opponent by means of an arm around his waist. It is not exactly a starting position from the mat, but it is a position to return to to regain advantage.

Many coaches instruct their men to shift to floating rides, such as the ankle ride, from this spot as soon as possible, or emphasize some form of leg work as a scissors or a cross-body ride. But in my mind there is scarcely any position that opens up

more possibility for effective and fast attack with a minimum of exposure to your opponent. My most frequent advice would be to go immediately for the breakdown from this position. Shift to another form of control only if forced to do so to maintain advantage.

Figure 8 shows one of the many variations of a sit-through. I like this escape because it can be used from so many angles, and if it fails it can be turned into so many effective sequences. More so than with any other escape, one might tell an opponent of an intention to use it and still be quite effective in the effort; and further, if it is blocked it is hardly ever quite as completely a failure as, for example, a switch in the employ of an inexperienced wrestler. On the other hand, it is a much more highly coordinated movement than it appears to be.

Figure 9 shows how to stretch an opponent out on the set-through, before pivoting over the elbow to a position of advantage—a feat worth two points in the score book on the progress of the bout.

Instructions to the wrestler in executing this form of the sit-through would include: Sit back slightly and away from your opponent to engage his arm, keep the arm engaged in sitting out, be sure to stretch him out before pivoting, be ready for a turn under if your maneuver is checked, watch for a reverse head chancery if your opponent slides up your back as you are sitting out. Incidentally, if there is a most important phase to wrestling, escapes are it. A wrestler who is well grounded in escapes can afford to be, and is inclined to be, a more aggressive contestant even on the standing position. On the other hand, if he knows he has undue difficulty in getting out from under, he will be properly careful throughout all his efforts to stay out from that position.

Figure 10 shows the switch, an excellent and fast escape and reversal, but one that needs much practice. It must be executed against a variety of possible checks and counters. Starting it from the referee's mat position, the near arm is moved over fast, and instantly the far arm moves for the crotch while checking the opponent from driving his

shoulder into the arm pit.

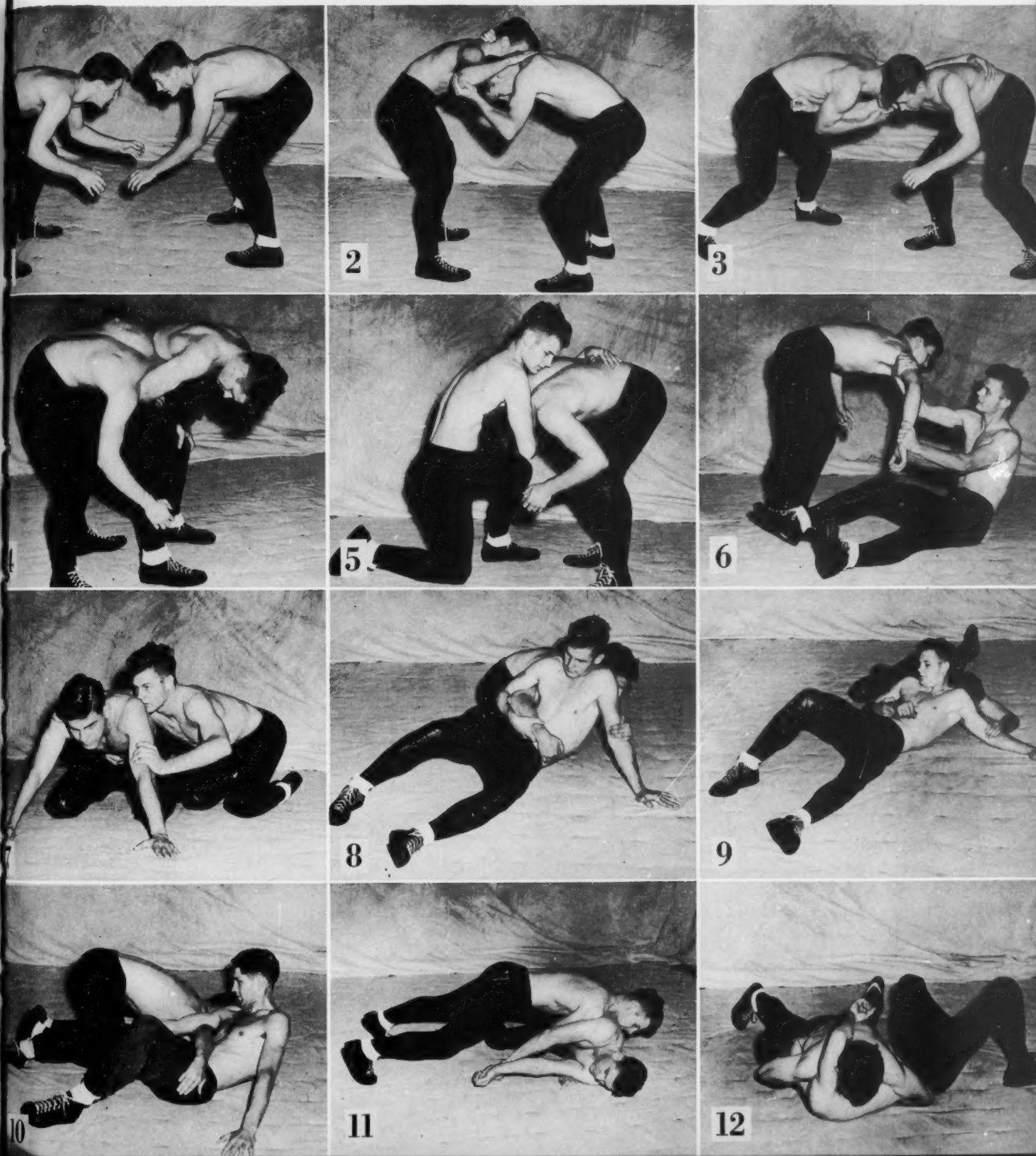
Figure 11 shows the man on top maneuvering into position for a simple half nelson. This is the lever which turns more men into falls than all others combined. Spend much time upon it. After a breakdown from referee's position, maintain tight body control with chest close to your opponent, jump to the side of your controlling arm, drive

your shoulder into his side and arm pit to prevent him from regaining his knees and to open up his arm for the nelson. Push your nelson through, don't get ahead of it and try to pull it through.

Figure 12 shows the completion of the fall in the half-nelson and body-press combination. It is easier to prevent an opponent from pushing his arm through to regain his knees

with this combination than with the half-nelson and crotch combination. However, it exposes your man more readily to a bridge-and-push-off maneuver, and there is a very neat opportunity to catch man in a cradle if he does attempt to shoot his arm between the bodies in the half-nelson-crotch combination.

These holds and maneuvers are
(Continued on page 50)



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Georgia Athletic Coaches Association
Georgia Football Coaches Association
Southern Football Officials Association
Alabama High School Coaches Association
Florida Athletic Coaches Association
South Carolina High School League
Louisiana High School Coaches Association
Mid-South Association of Private Schools
DWIGHT KEITH, Editor and Publisher

Happy New Year!

"A flower unblown; a book unread;
A tree with fruit unharvested;
A path untrod; a house whose rooms
Lack yet the heart's divine perfumes;
A landscape whose wide border lies
In silent shade 'neath silent skies;
A wondrous fountain yet unsealed;
A casket with its gifts concealed—
This is the Year that for you waits
Beyond tomorrow's mystic gates."

—HORATIO NELSON POWERS

As we pass through the opening gates of the year 1947, we wish to extend to our readers, contributors and advertisers sincere wishes for a happy and prosperous New Year!

We wish also to express our gratitude to all who have shared our faith in SOUTHERN COACH AND ATHLETE and have helped to place it in a position of service. We feel keenly the responsibility which its growth and influence have brought, and we pledge anew ever to use it as a medium of service to the highest and best interest of Amateur Athletics, in general, and to high schools and colleges of the South, in particular.

With this "Renaissance of Sports" may the New Year bring a higher standard of sportsmanship, a better sports philosophy and a deeper appreciation of the virtues which a well planned sports program should develop in the lives of the American youth.

Athletic Axioms

1. A SPORTSMAN is trained to accept game decisions without noticeable opposition even though in his own mind he may not agree with them.

2. GRUDGE GAMES are wonderful events when cancelled by mutual consent.

3. A COACH is an artist who deals with living ingredients. A perfectly coordinated team is the masterpiece toward which he aims.

4. LAWS make liberty possible. The individual must sometimes sacrifice liberty in minor matters to gain it in major matters. The playing code and the school code have evolved through experiences of many years. The wise player will play and live strictly in accordance with these codes.

5. DESTINY lurks around the corner ready to flatten the ears of the team of miracle men whose chests have begun to cut off the view of their feet.

6. CHAMPIONS result from a combination of circumstances—the coming together of a group of artisans, competent coaching, an efficient athletic department, fair-minded followers of the activities of the school and a school system that provides opportunity in every field of endeavor.

7. SINCERITY, industry and loyalty thrive in a school destined to produce champions.

8. COURTESY, respect for authority and personal habits of cleanliness are essential to team success.

9. GREAT PRIVILEGES are invariably associated with great responsibilities.

10. ATHLETIC SKILL can be mastered only through sincere application in hours of practice.

11. SPORTSMANSHIP is a by-product of a spirit of tolerance and good will, and the centering of attention on the good qualities of teammates and friendly opponents.

12. CORRELATION between quality of basketball and size of school is small. Basketball artists are where you find them and championship teams find a way to reach the top.

13. HERE IS TREASURE in the form of athletic opportunity in each local community — waiting to be discovered.

14. TIME AND EFFORT spent in learning game skills pay dividends in a lifetime of enjoyment which comes from being able to do a thing well. —From Basketball Player Handbook

SCOUT REPORT

On Coaches, Players, Officials and Fans

By DWIGHT KEITH

Louisiana State's basketball squad this winter will boast the most colorful warm-up outfits in the school's sports history. The hoopsters will don gold satin slacks, supported by purple and gold jackets, with several pockets included on the flashy attire.

Eighteen members of Louisiana State's 21-man basketball squad are veterans of World War II, while Coach Harry Rabenhorst served for three years as a Lieutenant Commander in the Navy.

Joe Bill Adcock, top individual scorer on Louisiana State's basketball quintet, collected a .372 batting average to garner first place honors in the willow waving department for the Tiger baseball team last spring.

While a four-sport star at Wake Forest, Louisiana State's basketball coach, Harry Rabenhorst, captained the Deacon gridders three consecutive seasons, scored a world's punting record of 110 yards, and was recently named Captain of Wake Forest's All-Time football team.

Thirteen members of Louisiana State's 20-man basketball squad hail from the Pelican State, while Mississippi and Arkansas are three times represented, with Michigan listed once.

When Louisiana State's football team played in the Cotton Bowl at Dallas on New Year's Day, the game marked Coach Bernie Moore's fifth Bowl invitation in twelve years. Under Moore, the Tigers played three consecutive times, 1936-37-38, in the Sugar Bowl, and in 1944 copped the Orange Bowl championship.

Raising geese during his off-season moments is the unique avocation of Gaynell "Gus" Tinsley, Louisiana State end coach.

Four former All-Americans, Jesse Fatherree and Gaynell Tinsley of LSU, Ed Walker of Stanford, and Joel Hunt of Texas A & M, are included in Louisiana State's football coaching staff.

Jack Gray, basketball coach at the University of Texas, is one of the youngest big-time coaches in the game today. He was a three-year letterman in basketball and football and was the first generally recognized All-American basketball player from the Southwest. He served in the Navy during the war and coached the Corpus Christi Naval Station team to a list of sensational victories, before leaving for carrier service in the Pacific. He returned to the Longhorns last season after his discharge as a Lieutenant Commander. Coach Gray is a member of the Board of Directors of the American Basketball Coaches Association. He is married and has two young daughters.

Had a brief visit with C. M. S. McIlwaine, Secretary of the Mid-South Association of Private Schools and Director of Athletics at McCallie School, Chattanooga, Tennessee. McCallie has plans for a new gymnasium and loyal McCallie alumni have contributed over \$200,-



000 for its erection. The genial McIlwaine is Alumni Director.

Gordon Gambill, football and basketball official, insurance agent, American Legion ramrod and all-round good fellow, of Chattanooga, is being urged to enter the race for Mayor in the March election. Gordon doesn't especially want the job, but the job wants him.

Sat by Herb Barks, Head Master at Baylor School, at the Chattanooga Quarterback banquet. It revived memories of the days we used to watch Herb perform on the hardwood for Auburn.

Bill Rainey, former coach of Ramsay High School, Birmingham, Alabama, and trainer and track coach at the University of Alabama, is now at Long Beach, California, as coach and teacher. Bill walked down the center aisle last Thanksgiving. Here's wishing him best of luck and happy sailing.

During their game this season, the teams of Warrenton, Georgia, High School and Washington, Georgia, High School, threw 53 passes, completing 46 of them.



The second annual Fine Arts Festival, in combination with the eighth annual Music Festival, was held on the Texas Christian University campus the week of December 8. Theme of the festival was Baroque music, art and drama. Featured on the week's calendar were student and faculty recitals, concerts by the Choral Club and the University Symphony Orchestra, an art exhibit furnished by the Newhouse Galleries of New York City and a five-act Molier comedy, "Tartuffe," with Bob Matheny, Long Beach, California, in the leading role.

Harvard and Yale may have their buried hatchet, but TCU and SMU can go 'em one better. They have a skillet. A skillet trophy, properly engraved, will be awarded each year to the winner of the Frog-Mustang foot-

(Continued on page 47)

Physical Education Through Weight Lifting

By KARO WHITFIELD

Physical Director Piedmont Driving Club, Atlanta, Georgia

WEIGHT TRAINING, consisting of barbell, dumbbell and weight lifting exercises, has not in the past been widely accepted by many physical educators. It seems that they have felt that barbell exercises resulted in muscle hypertrophy, but neglected the many other important phases of physical fitness, such as organic development and cardio-respiratory endurance.

Failure to include barbell exercises in physical education programs may be partially the responsibility of barbell enthusiasts and a few physical directors who tend to make too broad claims for barbell exercise, and partially to the physical educator who failed to make a study of and to utilize barbell exercise for what it had demonstrated it could do for the individuals following a barbell routine.

Today, however, the trend is to "Exercise with Weight" and as such it overcomes many of the objections to both previous viewpoints. The barbell exercises listed in this article will indicate how weight exercise can be used to build not only muscle size and body strength, but also cardio-respiratory endurance and organic efficiency.

First let us describe the apparatus used in weight training. There are three types of barbells—fixed, adjustable and improvised. The fixed are solid, and various sizes and weights. The adjustable consists of iron plates loaded on an iron or steel bar. The plates vary in size and weight, and are held on the bar by collars. The improvised are made up of iron pipe with concrete loaded tin cans, iron wheels or other objects at the pipe ends. The fixed and adjustable barbells can be bought from most any sporting goods store.

There are many advantages of weight training, but here are only a few which should be enough factors in showing that weight training should be in your physical education program. The glands and internal organs are activated to accommodate new demands, there is an increase in stroke volume of the heart, and in lung capacity. The muscle sheaths are toughened, the capillaries are increased and re-



KARO WHITFIELD

newed. Digestion and elimination are improved, and the muscle bulk or size is increased with a consequent increase in strength. After six to ten weeks of conscientious regular training with weights, external results are manifest.

Before anyone uses the plate loading or adjustable type of barbell, there are a few safety factors to consider. Be sure that the plates are secured by the collars. Have the weights marked as to the correct amount it weighs. Instruct the pupils the proper approach to a barbell, which is the "get set" style for all beginners. The feet are kept flat on the floor and spaced about twelve inches apart and on line. The body position is of the full squat position, arms are straight and the head is held up. In lifting the bar, the hands grasp the bar at shoulder width apart, and when lifting the bar, the initial impetus comes from the legs, thus relieving any strain on the small of the back or the abdominals.

Each pupil should be shown the proper grips on a barbell, namely the ordinary, example of which is the Two Hands Press exercise; the reverse, example of which is the Two Hands Curl exercise.

Proper breathing while using weight training is very important. All breathing should be forced inhalation through the mouth. Inhale on upward movements and exhale on downward movements. Stress deep breathing on all of the exercises.

The main purpose of weight training is to develop the muscles from every possible angle, to correct all postural defects and improve muscle tone and internal health. Weight training requires very little skill on the part of the pupil exercising.

There are three general classifications of pupils. First, the obese pupil. They should exercise every day to the point of copious perspiration. Their exercise routine must include bending, twisting and big muscle group movements. They should use lighter weights and do more repetitions on the exercises, stress deep breathing. The normal pupil should exercise every other day or three times per school week, use more weight than the obese pupil, specialize on parts underdeveloped. Two days a week, that is the alternate days, they can indulge in other activities, but not too strong in running events. The slender, nervous pupil should exercise three times a week but should never extend himself too far. Get this pupil to eat more and to have regular hours of relaxation.

On selecting the proper weight and number of repetitions for each pupil, the following things should be considered: First, classify the pupil to be sure you are giving him the right program. Second, check his progress every three weeks. Third, be sure he is doing the exercises correctly and is using the proper weight on all exercises. It has been found in the past that many high school and college boys want to use more weight on the exercises than they should be using. Try to avoid this by the check-ups. Every pupil should use a weight on all the exercises that he can comfortably handle eight repetitions. The obese pupil uses less weight and more repetitions.

The single progressive system is used on all exercises as follows: The normal pupil works out three times a week. So on the first three



exercise days, he does eight repetitions on all the exercises except the deep knee bend, the pull over and the flat foot squat; on these he does ten repetitions. During the second week, he does ten and twelve repetitions. During the third week he does twelve and fourteen repetitions. The fourth week he does fourteen and sixteen repetitions. Starting the fifth week, add ten pounds to all the exercises except the pull over, which should be only five pounds increase. Then go back to eight and ten repetitions on all the exercises and start over again. This is known as the single progressive system.

The obese pupil uses this system, only he works out every day, and he also does twice the number of repetitions listed on the exercises and uses less weight than the

normal pupil would use.

There are many exercise routines with weights in use today, but the writer after years of study finds that the following barbell routine is the best for all beginners with

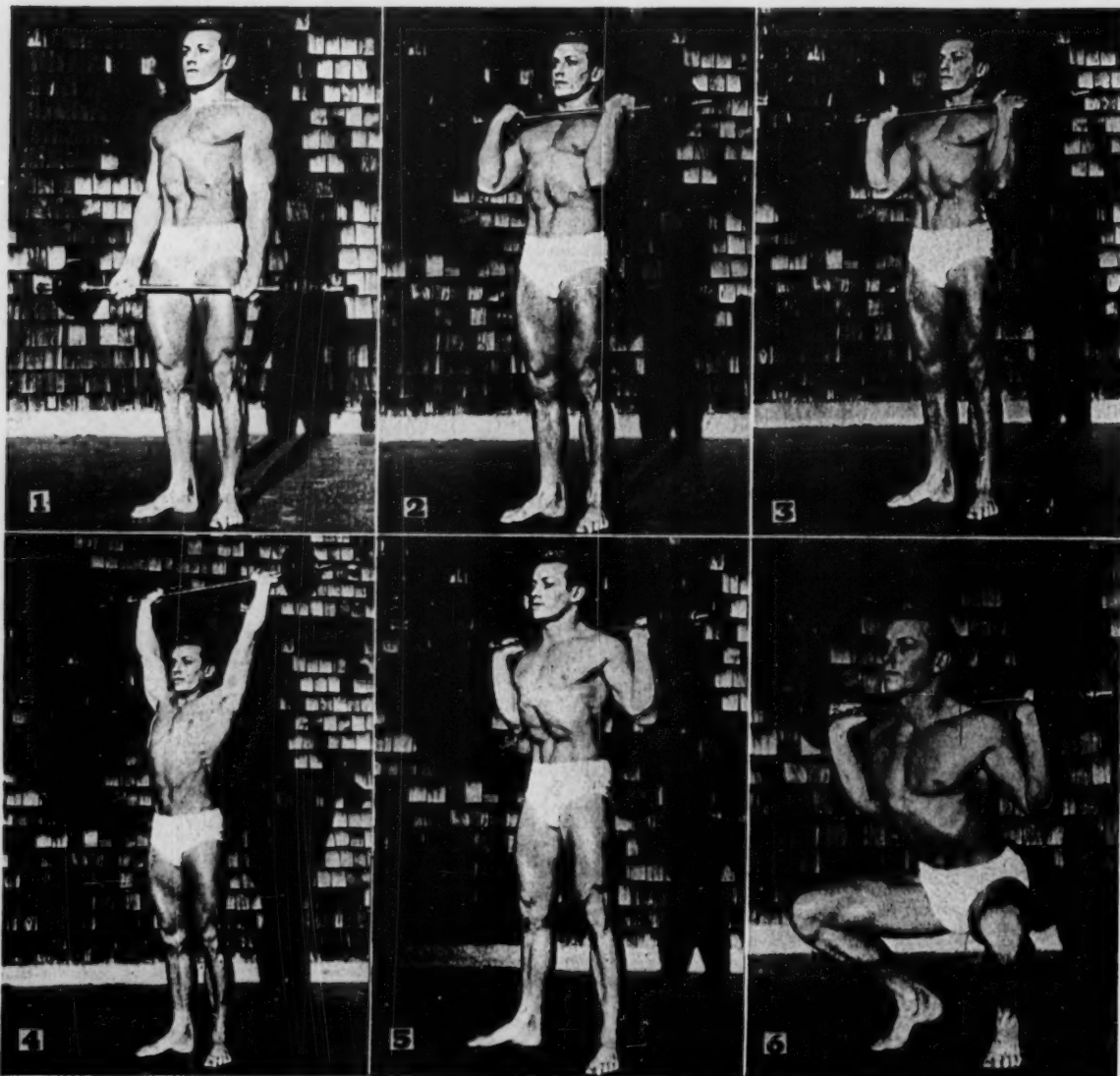
weight exercise.

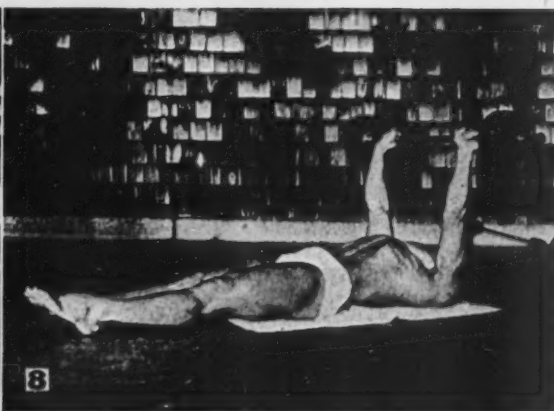
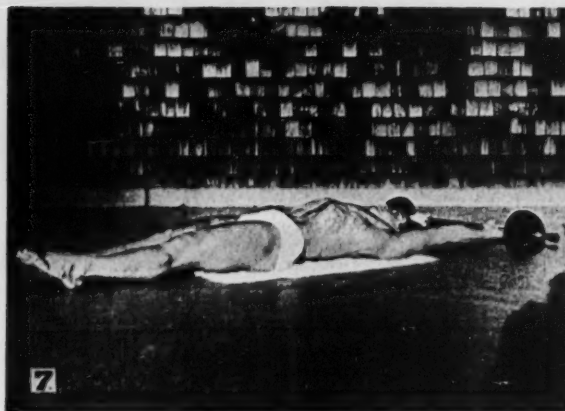
The exercises are listed in the order that they should be done, and after each exercise is the weight and repetitions that a normal pupil would use.

Exercise	Weight	Repetitions
Two Hands Curl	30 pounds	8-10-12-14
Two Hands Press	40 pounds	8-10-12-14
Deep Knee Bend	40 pounds	10-12-14-16
Pull Over	10 pounds	10-12-14-16
Back Raise	40 pounds	8-10-12-14
Reverse Curl	25 pounds	8-10-12-14
Press Behind Neck	30 pounds	8-10-12-14
Flat Foot Squat	40 pounds	10-12-14-16
Press Off Bench	35 pounds	8-10-12-14
Shoulder Shrug (Front & Back)	40 pounds	8-10-12-14

Two Hands Curl — The pupil stands with body erect, holding the bar in his hands, palms up, arms straight as in illustration 1. The weight is then slowly curled up till

the bar is on a level with the shoulders as shown in illustration 2. Inhale as the weight is lifted, exhale as the weight is lowered to the starting position.





The Two Hands Press—The pupil stands with body erect, barbell held in two hands at shoulder height as in illustration 3. From this position the weight is pressed to arms length over head as in illustration 4. Inhale as the weight is pressed over head, exhale as the weight is returned to the starting position.

The Deep Knee Bend—The pupil puts the weight on his shoulders, behind his neck, as in illustration 5. The feet are spaced comfortably apart, then squat, bending the knees

until the full squat position is reached as in illustration 6; as the pupil squats with the weights, he should rise on his toes. Then return to the starting position. Inhale as the knees are bending and exhale as the legs are straightened and the body returned to the erect position.

The Pull Over—The pupil lies on his back on the floor or a table, the arms are extended the full length back of the head, the bar is held in the hands, which are spaced shoulder width apart as in

illustration 7. From this position, keeping the arms straight throughout, the weight is raised until it is at right angles to the body as in illustration 8. From there the weight is returned to the floor, keeping the arms straight. Inhale as the weight is raised, exhale as the weight is lowered.

The Back Raise—Pupil stands with the body erect, weight is held in the hands at thighs with hands on the bar at shoulder width apart, feet

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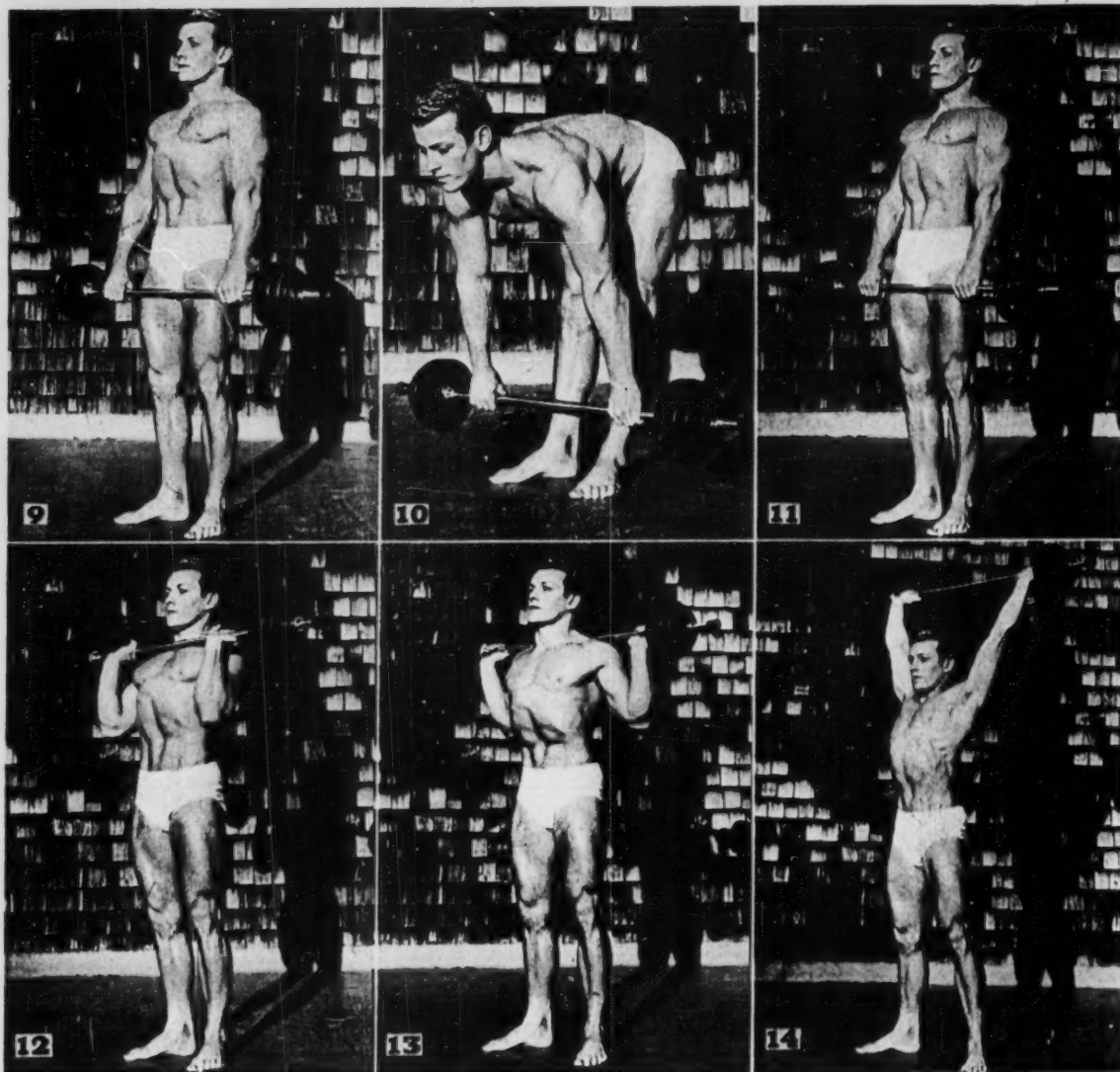
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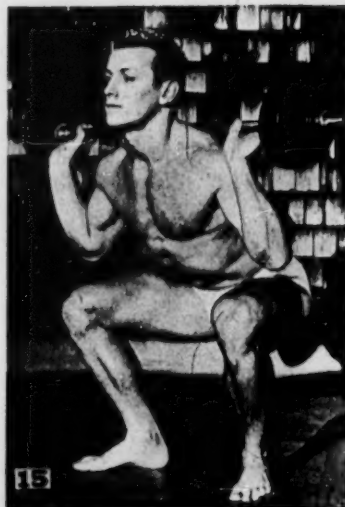


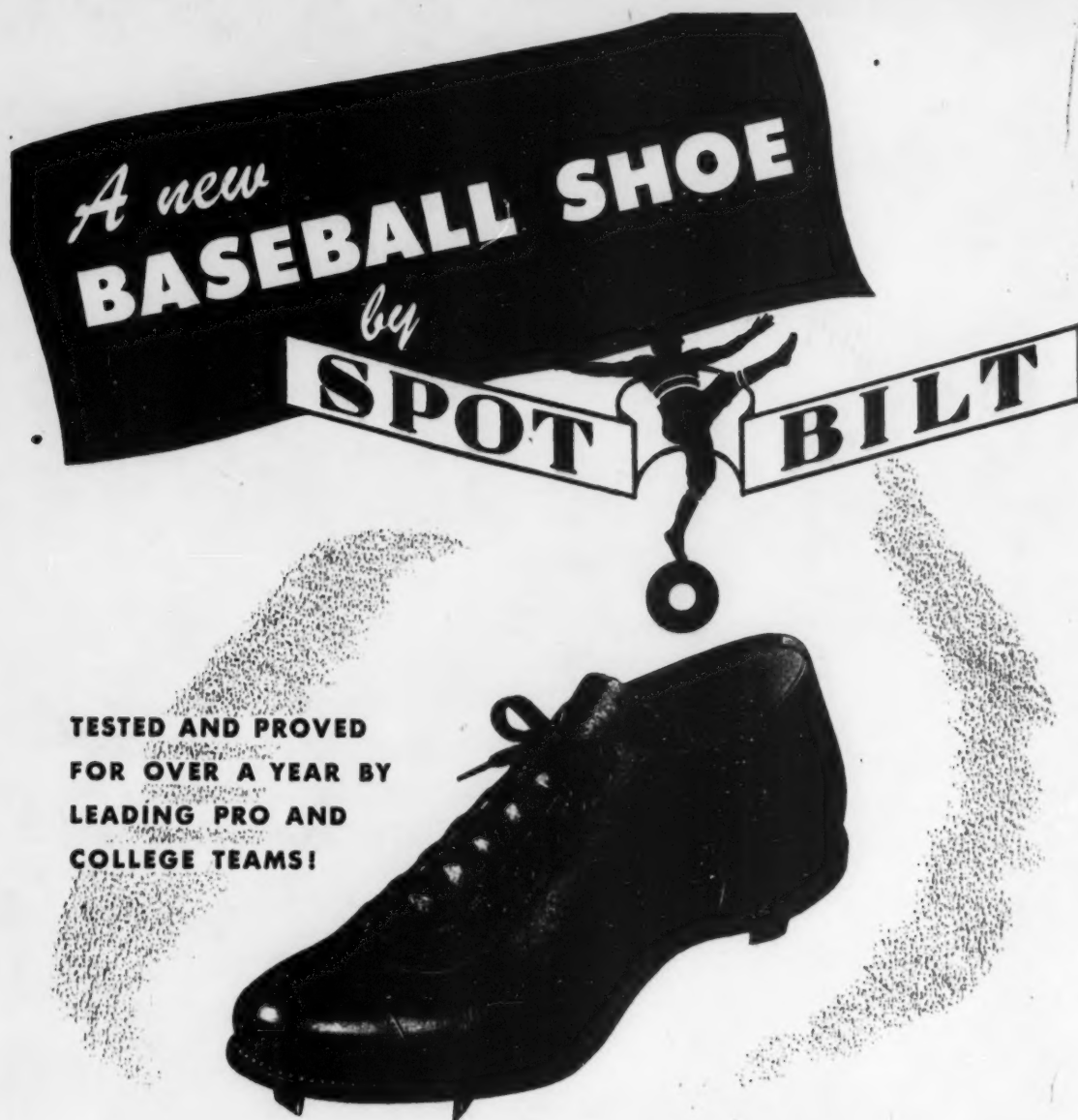
are spaced about six inches apart, as in illustration 9. Now bend forward, going down with the weight toward the floor as far as possible without bending the knees as in illustration 10. The legs must be straight throughout the exercise. Return to the starting position. Exhale as the body is bent forward, inhale as the body is returned to the erect position.

The Reverse Curl—Pupil stands erect, bar is held in hands at thighs, knuckles to the front, hands are shoulder width on bar, arms straight, as in illustration 11. The weight is then curled up to the chest position, bending the forearms completely on the upperarms as in illustration 12, then return the weight to the starting position. Inhale as the weight is curled upward, exhale as the weight is lowered.

The Press Behind Neck—Pupil stands with body erect, feet about sixteen inches apart, weight is held behind neck on shoulders, hands are spaced about six inches out from shoulder width on the bar, as in illustration 13. Then the weight is pressed to arms length above the head as in illustration 14. Inhale as the weight is pressed upward, exhale as the weight is returned behind the neck.

The Flat Foot Squat—The weight is held on the shoulders behind the neck as in the deep knee bend exercise shown in illustration 5. This exercise is done just as the deep knee bend, only the feet are kept flat on the floor as in illustration 15—the heels do not rise. The toes have to be pointing more sideward than in the deep knee bend exercise. Inhale





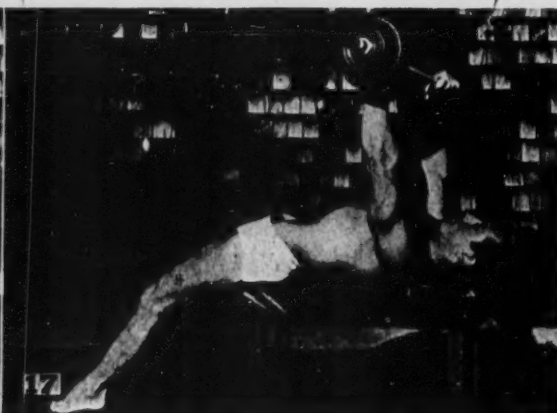
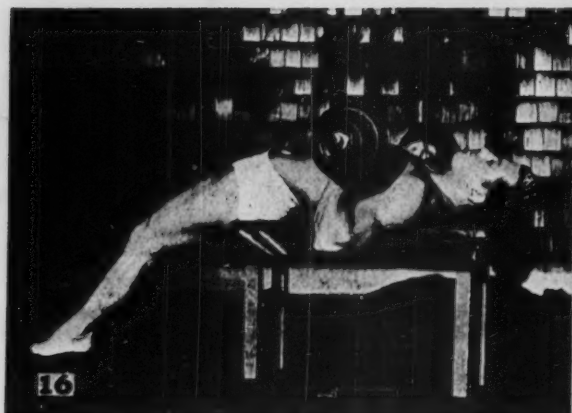
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as the body goes down in the squat position, exhale as the body comes back to the erect position.

The Press Off Bench—A small bench about twenty inches high is needed for this exercise. The pupil lies down on the bench, the weight is held in the hands, with the bar resting on the top part of the chest as in illustration 16. From there the weight is pressed to a straight arm position above the chest as in illustration 17, then the bar is returned to the chest. Inhale as the weight is pressed upward, exhale as the weight returns to the chest.

The Shoulder Shrug—The pupil stands with the body erect, the weight is held at the thighs, with the arms straight as in illustration 9. Keeping the arms straight, the shoulders are shrugged, that is raised upwards without the assistance of any other part of the body. Tell the pupil to touch his ears with the top of his shoulders. He can't, but that is the feeling he wants to try, so he will shrug his shoulders high as in illustration 18. Inhale as the shoulders are raised, exhale as they come down.

By the correct use of weight training, every boy in your school can be well developed, this without exception. By most of the systems offered in the schools today, it is hardly possible to find but the smallest number who accomplish very much at all in a physical way that compares with what can be done with weight training. By an investment of less than \$1,000 a school can have enough equipment whereby a hundred boys an hour could be put through a complete barbell routine as listed above. Barbells, unlike other equipment, do not wear out with use, they are good ten to fifteen years later as when purchased.

The above routine is workable whereby only one teacher would be necessary to run one hundred boys through in an hour. His assistants (four in number) could be drawn from the student ranks themselves who were a little advanced in barbell work.

Many schools in the nation are using this form of exercise as a part of their curriculum. As yet though there is not enough qualified instruction and not enough authority



allowed the instructor of this method over the teachers of yesterday's methods who do not want to change their ways. Army and Navy hospitals and rehabilitation centers now use weight training not only for corrective work but for reestablishing the mental well-being as well. At least fifteen colleges throughout the nation are accepting this weight training program and making it compulsory.

We know that the schools and the education authorities are not acquainted with the unusual value of weight training, or they would have installed it much sooner than this and many of the problems of youth would not be known. Put weight training in your physical education program.

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Basketball Coach, Greenville High School,
Greenville, Ga.

Coach Cook started his coaching career at Alvaton High School in 1944, where his boys' team won eighteen out of twenty-three games played, and his girls' team won thirteen out of nineteen. In 1945 he moved to Greenville High, where his boys' team won twenty-four out of twenty-six games played, including the State championship. He is a graduate of the University of Georgia.

BASKETBALL, AS IT is being played today, is a game of science. A team that fails to play it scientifically usually has more losses than it has wins. The game is played by almost every school in the nation, and I feel that it is really a healthful exercise.

I feel that many schools include the game so as to have some student activity, not placing too much emphasis on winning. During the war, our young soldiers were taught to win, and I think we should teach our members to play hard to win, not through unsportsman like means but through the right channels.

Last year we were lucky enough to win three championships at Greenville, and I will readily admit that it took plenty of hard work and time. In this article I will try to outline to you some of our methods used in having a winning season.

I believe that there are at least three essentials connected with a winning team. They are: (1) Better than average material, (2) Hard work on fundamentals, (3) Team spirit. I would not emphasize that one is more important than the other, as all of them are of vital importance.

We started our practice last year around the middle of October, as we did not play football. Our boys were in fair condition when we started, since they had played touch football for about six weeks. We worked for about two weeks on fundamentals with a little scrimmage. The last week before our first game we polished up our

offense and defense.

We opened our season the last of October and played ten games before Christmas, winning all of them. By that time our boys were beginning to feel that they were good, and their minds were not changed until we had met a red hot Fort Valley quintet immediately after the holidays. Their boys had played during the holidays and we hadn't, so we were not in too good condition. We happened to return to our winning ways the next game, losing only once more during the season.

We used both kinds of defenses during the season, as I feel that changing defenses can be very confusing to your opponents. In the Tri-Co. tournament, which we won, we played our earlier round opponents using a zone defense. In the finals we changed to a man to man, and we easily defeated our opponents, since they were not prepared against it. I find that the man to man defense is very confusing to teams which cannot handle the ball well, I am a great believer in balancing your defense and offense. We spent many hours last year on defensive fundamentals, and I feel that it paid off.

I feel that a team should be properly keyed up for games, but not overkeyed as we were for the finals of our district tournament. If the boys are overkeyed, they will tend to be nervous and fumble too much. We did not try to key the boys too much in the State tournament, as I could tell from the boys' actions that they wanted to win it.

Our boys liked to play against a zone last year, and we defeated every zone team we played. We had five boys over six feet tall and they all played a good rebound game. We had one excellent set shot and he was rather damaging against a zone. When playing a zone, a good set shot artist comes in mighty handy.

We didn't use too many floor plays last year, depending a lot on "freelance" scoring. I feel that it is important to have some set-up formations, but too many will tend to confuse high school players. One must vary his plays, as the defense

will soon catch on and stop the offense. We had several out-of-bounds plays and they produced many scores. I think that they are a necessary part of the game.

We generally practiced from one to two hours per day with very little practice on game days. Too much on game days tends to make the players tired and they cannot put forth their best effort. I tried to vary our practice drills, adding new ones throughout the season. We used many different types of passing drills, as three line criss-cross, two line meet the ball, round circle, baseball pass, pass and cut and many others.

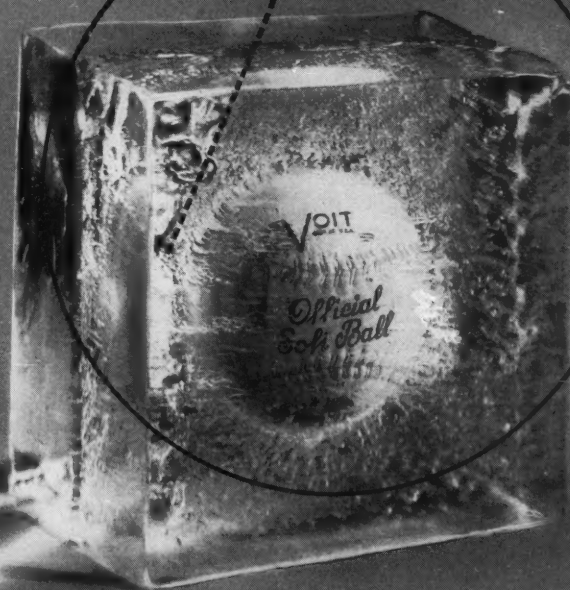
We practiced shooting for at least twenty minutes each practice period. The players were instructed to take their practice shots from the places on the court where they were likely to get shots in the game. I think that it is a bad practice to allow them to shoot from any place, as they form bad habits. I instructed my players to always keep their eyes on the basket when shooting, as that would make them much more accurate. Each boy was required to shoot twenty-five foul shots a day and a record was kept of their shooting. Prizes were given to the top boys at certain times during the season.

I find that boys had rather practice offense any time than defense. This is not too hard to recognize, as I know that defense is tough work. I stressed the importance of defense to my players, and they liked the drills on it as the season progressed. Form and position were the two main essentials I emphasized. We practiced a lot of three-on-two and two-on-one.

At least one skull session was held each week during the season. During this session we discussed different fundamentals of the game and situations which we might face during games. We always discussed our mistakes of the previous game. I do not believe in going into the dressing room after the game has been played and fussing at the boys, because they are tired and their minds are not at a point where you

(Continued on page 50)

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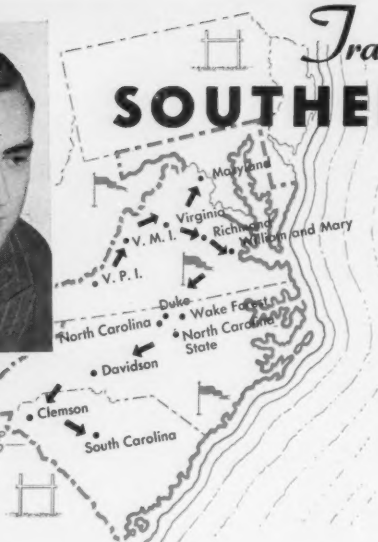
1600 E. 25th Street, Los Angeles 11 • 180 No. Wacker Drive, Chicago 6



Traveling 'Round the SOUTHERN CONFERENCE

with
JACK HORNER

Special Staff Correspondent



WHEN THREE SOUTHERN CONFERENCE ELEVENs participated in bowl football games on New Year's Day, it set a record for participation in the post-season classics by loop members . . . North Carolina went to the Sugar Bowl, N. C. State to the Gator Bowl and Virginia Tech to the Sun Bowl . . . Until Wake Forest and South Carolina inaugurated the Gator Bowl at Jacksonville last year, Duke was the only conference member ever to have paid a visit to a bowl game . . . The Blue Devils have performed in two Rose Bowl contests and one Sugar Bowl tilt to lead the loop with three appearances . . . Incidentally, they're saying that the past New Year's Day marked the first time in history one school has sent two teams to two different bowl games . . . North Carolina and N. C. State are members of the Greater University of North Carolina . . . Just big brothers, you might say! . . .

Wrestling returned to the Southern Conference with a bang this season . . . Washington and Lee, a leader in the grunt and groan sport for many years, and Davidson College, another strong wrestling school, revived the sport after dropping it during the war . . .

WHEN WALLY BUTTS, chubby Georgia coach, spoke before members of the Greensboro Touchdown Club at the Greensboro Daily News All-State banquet, the boyish skipper of the Bulldogs jokingly remarked that he had no trouble with his ex-G.I. players like so many coaches had complained . . . "When Charlie Trippi wants a sitter so he and his wife can go out to see a movie, I take the job of sitting with the little kid myself," laughed Butts . . . The house roared . . . Although Carl Snively, his Sugar Bowl opponent, was in the audience, Coach Butts graciously showed movies of Georgia's victory over Georgia Tech . . . But Coach Snively obliged by running off a moving picture of North Carolina's win over Duke . . . So each coach had seen the other team play before they met in New Orleans . . .

How many of you have ever heard of a football game being called off on account of fog? . . . Well, it happened in Winston-Salem last month . . . Greensboro High and an All-Star team from Winston-Salem high schools were ready to stage the second annual Piedmont

Bowl game before several thousand spectators . . . The skirmish was called off a few minutes before the scheduled kickoff when a heavy fog descended upon the stadium and made it impossible to see more than a few feet ahead of you . . .

WILLIAM AND MARY has added Davidson to its 1947 football schedule . . . And North Carolina has agreed to renew gridiron relations with N. C. State after a two-year lapse . . . Duke replaces Army with Missouri, the Tigers being scheduled to come to Durham . . .

WAKE FOREST had a unique record the past football season . . . Coach D. C. (Peahead) Walker's Deacons beat six out-of-state opponents but lost to their three neighbors—Duke, N. C. State and North Carolina . . . Norman Kohler, North Carolina cage star, is a twin brother of Stan Kohler, who played at N. C. State last season . . . After seeing his charges get off to a good start, Coach Rex Enright's return to the football coaching reins at South Carolina was made uneasy by the injury jinx that all but disrupted his Gamecock squad the last half of the season . . . The word is out that Clemson's Tigers will roar louder and more viciously in 1947 . . . After Charlie Justice of North Carolina had run for touchdowns of 54, 45 and 19 yards against Virginia, Coach Art Guepe of the Cavaliers quipped, "Do we have to face that guy three more years?" . . . Justice has three more years of eligibility . . .

Rumors going around the conference that Col. Wallace Wade is on his way out at Duke University after his Blue Devils lost five games carry no more weight than a gnat . . . The man who brought big-time football into the conference is more solid at Duke than ever before . . . The squawks are coming from those who were hit in the pocketbook when they wagered on the Blue Devils the past season . . . Duke's ill luck on the gridiron can be traced to the fact that the Blue Devils didn't have a capable passer to prevent opponents from throwing eight-man lines against Duke's ground attack . . . A suicidal schedule didn't help . . . Highly-touted prewar stars failed to live up to expectations, too . . . The Duke outlook for 1947 is anything but gloomy—Those in the know expect Coach Wade to make some of the howling wolves eat their words . . .

BASKETBALL around the Southern Conference has been establishing new attendance records right and left, and most schools agree that they will have to enlarge their gymnasiums, and soon . . . Several gyms aren't large enough to accommodate the number of students on the campus—much less the outside fans who want to see the games . . . More squawks than ever before have been heard from the alumni and others who had to be turned away . . . Some of the more level heads, however, believe the spectator sports will level off before materials can be obtained to either enlarge or construct new gymnasiums and stadiums . . . Time will tell! . . .

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THAT TRIPLE-A AGAIN

We have received some favorable comments on our remarks in a recent issue concerning removing the super high schools from the present AA ranks and the formation of a AAA classification. Under the present system (which includes schools being "voted in" to a higher bracket than their student membership merits), Cisco with 391 students and Gladewater with 255 are playing in the same conference with the big city schools whose student bodies range from 1500 to 3000. The whole idea is ridiculous.

Other schools that would prefer to remain in the lower bracket are being forced into AA because of swelling scholastics and are feeling the pinch pretty heavily. For instance, Sidney Lanier of San Antonio is having to go into District 15AA next year where they would pit their 500-plus student body (practically all of whom are Latin-Americans) against Brackenridge and Jefferson of their own city and Corpus Christi and Austin, all of whom have over 2000 enrollees. Faced with this fact, the local powers that be have decided to pay their Interscholastic League dues, then forfeit all district games and make up a schedule with teams in their own class nearby, and go merrily on their way. Harlandale of San Antonio is in a similar situation, but we understand they are going to give it a try. Galena Park is having to go into District 14AA where they will face five schools with student bodies ranging in size from 934 to well over 1000. The state is dotted with several other schools that will have to face the same situation shortly. Something is going to have to be done soon, so why not do it before we put any more of the small squads on the sacrificial block?

LEAGUE COMMITTEE REPORT

The committee appointed by the Advisory Council of the League to investigate the possibilities of a new classification used the questionnaire method of investigation; and on the strength of their findings, recommended "That the present classification system for assigning schools to football conferences be retained." As you read their report, anyone can see that the majorities are convincing. However, in the other recommendation, "That another committee be appointed to insure continuous study of reclassification for football competition," we see a ray of hope that they did not think the problem an impossible one.

Four of the questions on their questionnaire went to all three conferences. They were:

1. Do you consider a re-alignment of districts in your conference necessary?

2. Do you consider the present classification plan for your conference fair competition?
3. Do you favor making classification mandatory, thus eliminating the privilege of being voted into an advanced classification?
4. Do you favor counting the enrollment in the last four high school grades as a basis for determining high school classification?

With 65% of the A schools, 66% of the AA schools and 55% of the Class B schools taking advantage of the medium for expression of their preferences, the following findings were reported:

	Question 1		Question 2		Question 3		Question 4	
	Yes	No	Yes	No	Yes	No	Yes	No
Class AA	26	39	39	30	22	46	56	11
Class A	70	85	101	55	56	100	151	10
Class B	47	83	99	28	47	95	125	7
	143	207	239	113	125	241	332	28

OTHER FINDINGS

The other questions were to each conference separately. These are the findings: The answers indicated quite clearly that the Class A schoolmen thought that 200 was the correct enrollment figure to start their conference, but there was a wide variation of opinion as to the ceiling. A plurality of 63 wanted it moved back to 450, while 49 wanted it to remain at 500. A total of 23 wanted it less than 450 and 24 wanted it higher than 500. Seven voted for 750. This division voted 96 to 67 for playing to a state championship; and an impressive majority agreed that if they were permitted to play to a state title that they would be willing to have larger districts and do more traveling within the district, and to close the district schedule by November 15 so as to have time for a playoff.

The AA schoolmen participating in the poll voted 31 to 30 against the Triple-A idea, and a clear majority placed 1000 as the place where such a bracket should begin if and when it came. Practically all agreed that the 500 minimum was correct.

The Class B participants in the voting voiced their approval of the present 100 to 200 floor and ceiling for their league. This was the only other question submitted to them.

MANDATORY CLASSIFICATION

In spite of the fact that the poll indicated that the school men turned thumbs down on the idea of mandatory classifications (i.e., the practice of "voting in" schools into a higher bracket than their enrollment

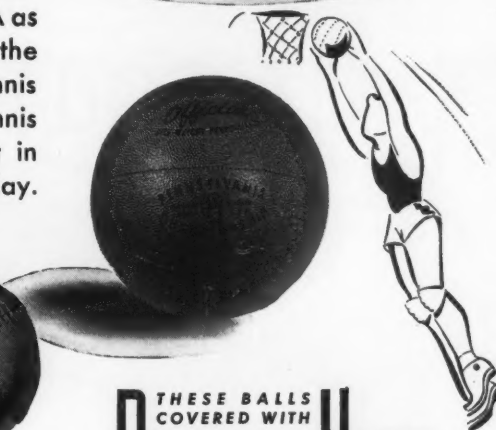
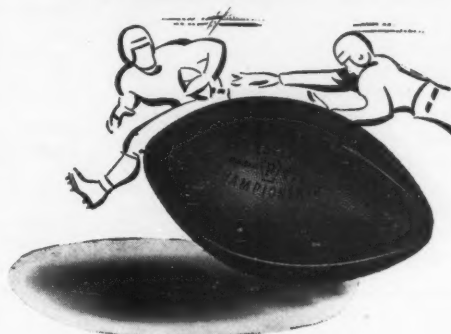
(Continued on page 46)

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FOOTBALL

SOUTHERN CONFERENCE

(Editor's Note: Following the custom we began several years ago and which proved popular, our January and February issues carry football summaries for the high school and college conferences of the South. This restricts the number of technical articles we can carry in these issues but, since it will put the pictures and records of the 1946 championship teams down in permanent form, we feel that it is justified and that we are responding to the popular demand of our readers. We will welcome pictures and records of championship teams. Our deadline is the twentieth of the month preceding publication.)

North Carolina, after opening the season with a 14-14 tie with Virginia Tech, then racked up four victories within the league to win the Southern Conference football title and receive a bid to the Sugar Bowl.

The Tar Heels, paced by the famous Charlie Justice, counted Duke, Wake Forest, William and Mary and Maryland among its eight victims. The victory over William and Mary was the only conference loss that team suffered in eight games. N. C. State finished third with a record of six triumphs in seven games, losing only to Virginia Tech. South Carolina finished fourth.

Prospects for the Tar Heels in 1947 are bright, since only a few men are to graduate this season.

FINAL SOUTHERN CONFERENCE STANDINGS:

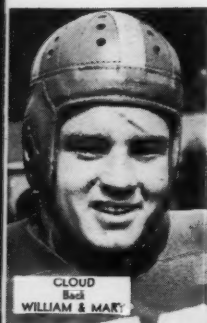
	W	L	T	Pct.
North Carolina	4	0	1	.900
William and Mary	7	1	0	.875
N. C. State	6	1	0	.857
South Carolina	4	2	0	.667
Duke	3	2	0	.600
Richmond U.	3	2	2	.572
Virginia Tech	3	3	2	.500
George Washington	1	1	0	.500
Wake Forest	2	3	0	.400
Clemson	2	3	0	.400
Maryland	2	5	0	.286
Furman	1	4	0	.200
Washington & Lee	1	4	0	.200
Citadel	1	5	0	.167
Davidson	1	5	0	.167

10 HIGH SCORERS OF 1946

Name	TD	P	FG	T
Justice, Carolina	12	0	0	72
Cloud, Wm. and Mary	11	0	0	66
Turner, N. C. State	9	0	0	54
Magdziak, Wm. & Mary	2	30	1	45
Brinkley, Wake Forest	7	0	0	42
Long, Duke	7	0	0	42
Longacre, Wm. & Mary	7	0	0	42
Cox, N. Carolina	2	29	0	41
Billingsley, Richmond	6	1	0	37
Myers, N. Carolina	6	0	0	36

From: JACK HORNER

ALL-SOUTHERN-1946



CLOUD
Back
WILLIAM & MARY



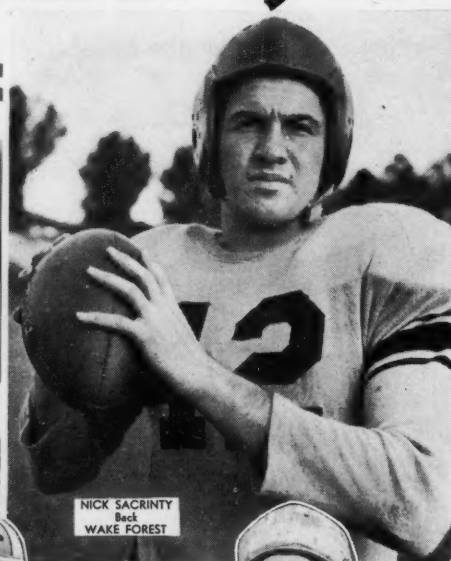
MILNER
Guard
DUKE



MASKAS
Tackle
VIRGINIA TECH



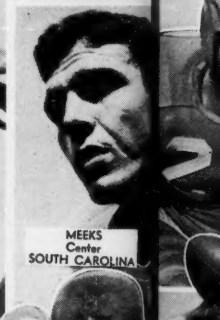
JUSTICE
Back
NORTH CAROLINA



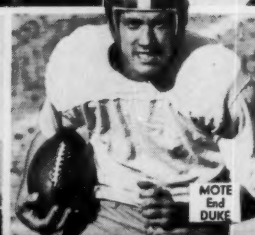
NICK SACRINTY
Back
WAKE FOREST



TURNER
Back
N. C. STATE



MEEKES
Center
SOUTH CAROLINA



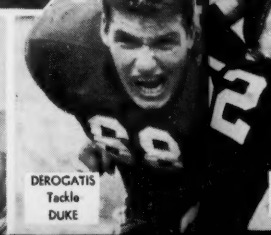
MOTE
End
DUKE



RAMSEY
Guard
WILLIAM & MARY



CHIPLEY
End
WASH. AND LEE



DEROGATIS
Tackle
DUKE

S U M M A R I E S

SOUTHEASTERN CONFERENCE

Georgia, with its first unbeaten, untied team in fifty years, defeated Georgia Tech 35-7 in the season's finale to finish in a deadlock with Tennessee for Southeastern Conference football honors. Each had five victories in as many league games, and each received a bowl bid.

Georgia beat North Carolina, 20-10, in the Sugar Bowl and Tennessee lost to Rice, 8-0, in the Orange Bowl.

Three players in the Conference made All-America, Charley Trippi at Georgia, Paul Duke at Georgia Tech, and Dick Huffman at Tennessee.

Louisiana State, beaten only by Georgia Tech, finished third and played a 0-0 tie with Arkansas in the Cotton Bowl. Georgia Tech was fourth and beat St. Mary's in the Oil Bowl, 41-19.

Alabama, the undefeated champion in 1945, was a big disappointment last season and wound up in sixth place with four victories and three losses. Mississippi State was fifth.

1947 SOUTHEASTERN CONFERENCE

Final Standings:

Team	W	L	PF	PA
Georgia	5	0	151	34
Tennessee	5	0	57	29
Louisiana State	5	1	140	101
Georgia Tech	4	2	128	75
Mississippi State	3	2	80	44
Alabama	4	3	85	84

Vanderbilt	3	4	66	43
Kentucky	2	3	50	69
Tulane	2	4	106	110
Auburn	1	5	53	164
Mississippi	1	6	61	130
Florida	0	5	46	140

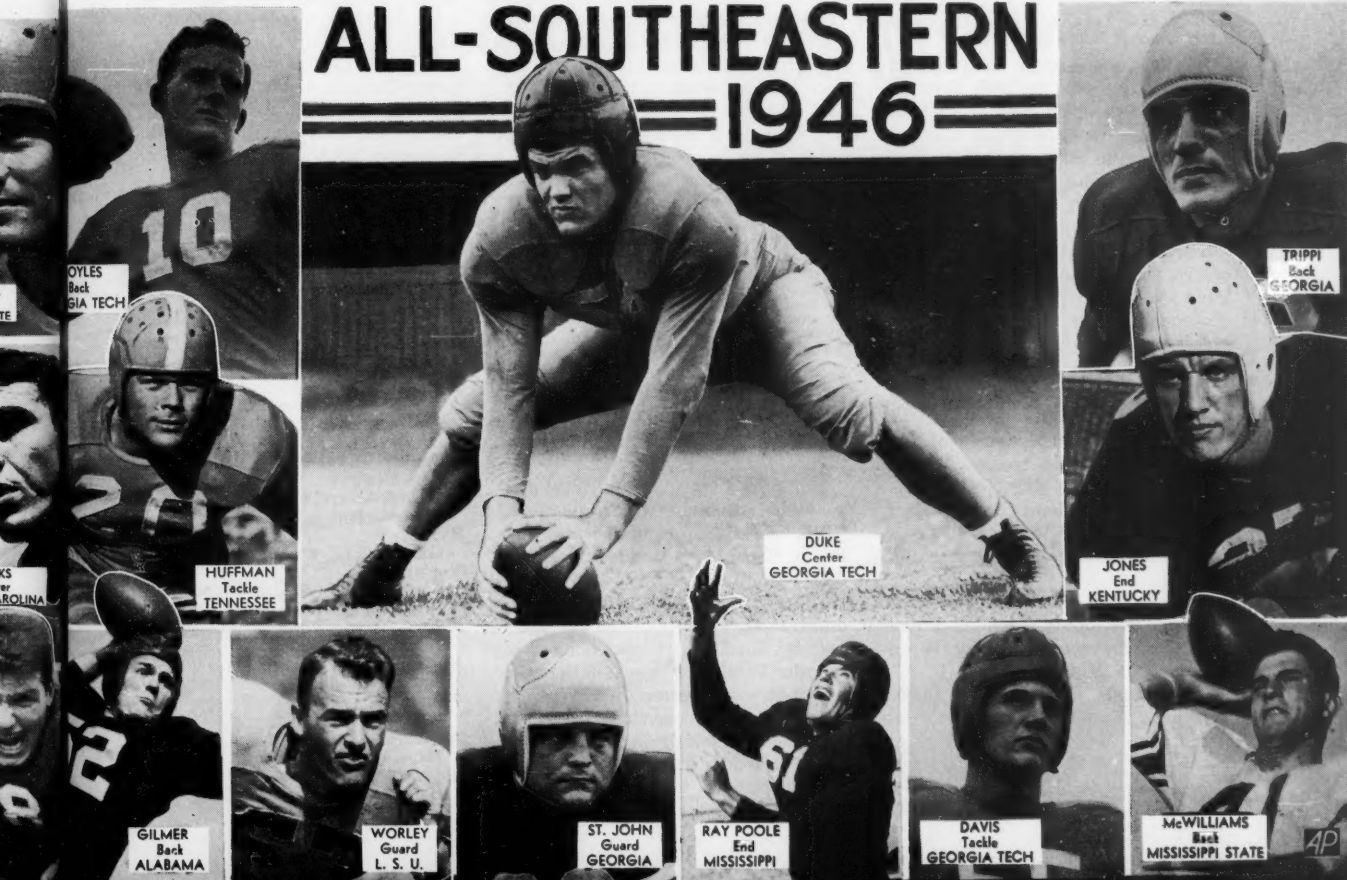
Hosch—Records

LEADING SCORERS SOUTHEASTERN CONFERENCE FOOTBALL 1946

Name	Team	TD	PAT	FG	T.
Charley Trippi—Georgia	Georgia	14	0	0	84
John Donaldson—Georgia	Georgia	10	0	0	60
Travis Tidwell—Auburn	Auburn	8	0	0	48
George Jernigan—Georgia	Georgia	0	47	0	47
Allen Bowen—Ga. Tech	Ga. Tech	4	19	0	43
John Rauch—Georgia	Georgia	7	0	0	42
Pat McHugh—Ga. Tech	Ga. Tech	7	0	0	42
Don Phelps—Kentucky	Kentucky	7	0	0	42
Larry Matulich—Miss. State	Miss. State	7	0	0	42
Ed Heider—Tulane	Tulane	4	13	0	37
Hugh Morrow—Alabama	Alabama	2	21	1	36
Eddie Price—Tulane	Tulane	6	0	0	36
Phil Cutchin—Kentucky	Kentucky	2	20	1	35

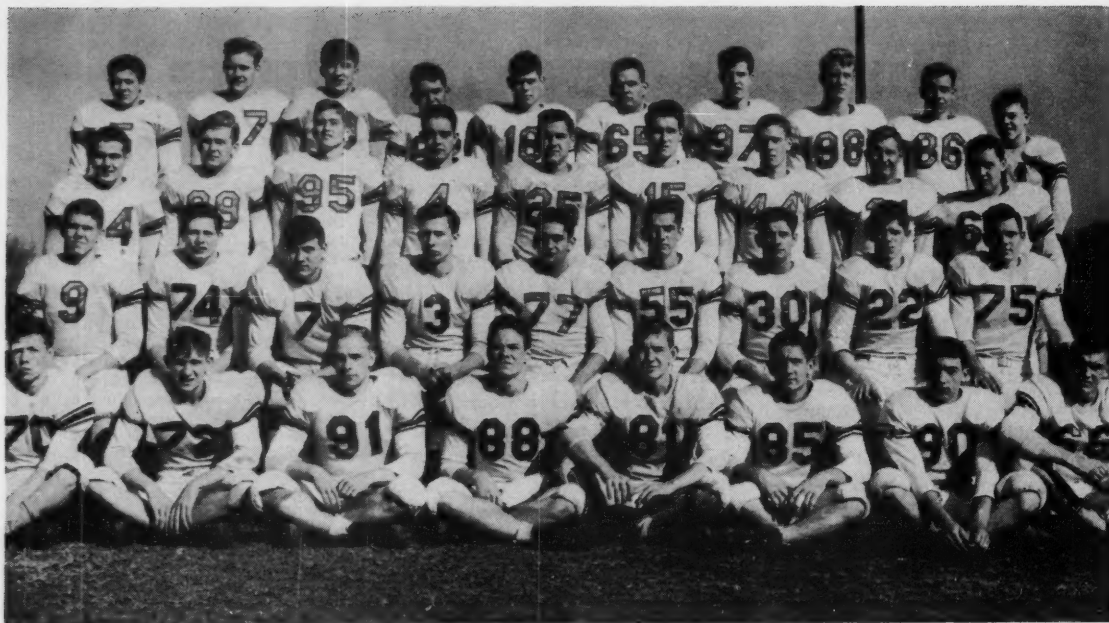
(Regular season play only—does not include bowl scoring)
Chick Hosch

ALL-SOUTHEASTERN 1946



TENNESSEE

By EDGAR ALLEN



CHATTANOOGA CENTRAL HIGH FOOTBALL SQUAD. (Coached by Red Etter)

Front row, left to right: Carl Mills, A. J. Smith, Charles McCurdy, John Childers, John Carroll, Ray Sizemore, Leon Grizzle, Ormand Anderson. Second row: Ross Walker, Dan Nix, Joe Love, George Gilbreath, Bob McCoy, Paul Connor, Ed Nobles, Forrest Vandergriff, Gordon Ratchford. Third row: J. T. Vick, Joe Morris, Don Redding, Walt Henderson, Lamar Wheat, James McCroskey, Glendon Anderson, Billy Joe Hawk, Kenneth Irwin. Back row: Dewey Hawkins, Dorsey Gardner, Bill Bradford, Donald Carden, Richard Overturf, Edgar Woy, James McKinney, Jack Smartt, Claude Hall.

Despite two losses, Chattanooga Central High won the 1946 Tennessee High School championship in a photo finish with Memphis Central and Knoxville High, both of whom had ties marring their records. In the closest finish since the Litkenhous difference-by-score system was introduced in 1941 to decide the unofficial state champion, the Purple Pounders edged by the other two contenders with the final ratings placing them like this:

1. Chattanooga Central 100.9
2. Memphis Central 100.8
3. Knoxville High 100.4

Not until the final games of the season was the title decided. Going into the Thanksgiving Day struggles, Knox High held the lead, but dropped to third when held to a 7-7 tie by intra-county rival, Knox Central.

At the same time, Memphis Central was walloping Tech 29-0 and the Pounders were pouring it on Chattanooga High, 58-6.

Chattanooga Central's two losses this year were to Kingsport, defending champ which later lost to Knox High, 20-12, and Baylor. Kingsport won, 13-12, after the

Pounders' two-time all-state back, Bob McCoy, went out in the first five minutes of play, and Baylor won 13-6 in a steady downpour of rain.

The Chattanooga Central record:

40 Spring City	6
26 Asheville, N. C.	0
26 Louisville Male	0
12 Kingsport	13
44 Red Bank	0
32 CMA	0
28 Nashville MBA	7
64 Soddy-Daisy	0
13 Birmingham Ensley	13
6 Baylor	0
58 Chatt. High	0

349
Baylor, incidentally, is a prep school, and not in the Tennessee Secondary Schools Athletic Association.

Memphis Central's lone mar was a 0-0 deadlock with South Side, while Knox High was beaten by Miami High, 14-13, besides the deadlock with Central.

Kingsport lost its chance to a second title in a row with the 20-12 defeat by Knoxville High. Leader in Middle Tennessee was Clarksville, which saw a 20-game victory string terminated Thanksgiving Day when traditional rival Springfield held it to a 6-6 deadlock.

The top ten teams in the final

Litkenhous ratings were: 1. Chattanooga Central, 2. Memphis Central, 3. Knoxville High, 4. Kingsport, 5. Clarksville, 6. Knoxville Central, 7. Nashville MBA, 8. Memphis South Side, 9. Knoxville Young, and 10. Nashville Cohn.

Conference Champions

Big Five (East Tenn.)	Kingsport
Knoxville	Knox High, Central
Chattanooga	Baylor
Tennessee Valley	South Pittsburg
Central Tenn.	Tullahoma
Cumberland Valley	Gallatin
Upper Cumberland	Cookeville
Nashville	Cohn
Big Ten (West Tenn.)	Paris Grove
Shelby County	Whitehaven
Memphis	Central

All-State Team

End—Arthur Tait, Memphis Central.

Tackle—Lamar Wheat, Chattanooga Central.

Guard—Harold Johnson, Jackson.

Center—Bill Wehby, Nashville

Ryan.

Guard—Eugene Burgin, Knoxville

Young.

Tackle—J. L. Welch, Dayton.

End—Jack Sparks, Nashville

MBA.

Back—W. C. Cooper, Knoxville

High.

Back—Ed Nobles, Chattanooga

Central.

Back—Mack Robinson, Clarksville.

Back—Emmet Kirk, Memphis

Messick.

Back—Cecil Puckett, Kingsport.

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NORTH CAROLINA

By JACK HORNER

Sports Editor, Durham Herald, Durham, N. C.

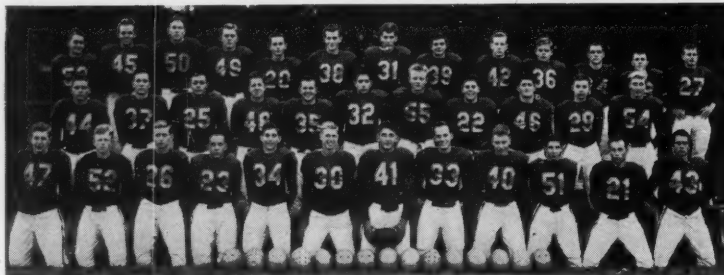
THE championship schoolboy football race in North Carolina was one of the liveliest in years in 1946, but the climax of the season was marred by a dispute which saw the title won by forfeit for the first time in history.

Wilson High School, coached by Henry Madden, had a much harder time winning the Eastern Conference race than it did in pocketing the State crown. Greensboro's Western Conference titleholders first refused to go to Wilson for the State championship playoff game, then changed its mind only to find it was too late and C. R. Joyner, president of the North Carolina High School Athletic Association, had awarded the Class AA title to Wilson on forfeit.

While Wilson walked off with the biggest plum of all, Coach Wally Shelton's Mt. Airy High Bears walloped Wadesboro, 38-0, to capture the State Class A championship, and Elizabeth City swept the Class A1 title.

But the big story was Greensboro's forfeit of the Class AA crown to Wilson, who had defeated Fayetteville's surprising Bulldogs in a playoff game by 14-7 to annex the Eastern division bunting.

Greensboro had an easier time



WILSON HIGH SCHOOL FOOTBALL SQUAD. (Coached by Henry Madden)

Front row, left to right: Ed Lee White, Carl Kirby, Jimmie Davis, Jimmy Gainey, Edward Crowder, Dickie Davis, Capt. Jimmy Zrakas, Clyde Sullivan, Bobby King, Thurman Woodard, Ernest Horne, William Darden. Second row: Bucky Draughn, Billy Barnes, Jimmie Womble, Gene Allgood, Nathan Hawkins, James Cannon, Jimmy Newsome, Sidney Switzer, George Spirtos, Dickie Johnston, Billy Garner. Third row: Jerome Taylor, Billy Beamon, Bernard Mattox, Charles Hussey, Ferbee Shaw, Spurgeon Speight, Henry Woodard, Russell Thompson, Emmett White, Thomas Jones, Dick Hackney, Wilbert Turner, Robert Overman.

winning the Western laurels, finishing that division race with six victories, no defeats and a tie at the hands of runner-up High Point.

But when Greensboro was scheduled to go to Wilson to play for the State Championship, Coach Bob Jamieson, of the Gate City eleven, refused to make the trip to the Eastern city.

The Greensboro coach argued for a neutral site, which was against the State Association's by-laws and con-

stitution. Flatly refusing to play the game in Wilson, the association awarded the title to Wilson on forfeit.

Then Greensboro re-considered and wanted to play at Wilson. Due to the time which elapsed in the bickering that followed the forfeiture, Wilson's squad broke up for the Thanksgiving holiday period and decided against a delayed game. So the game went into the book as a forfeit victory for Wilson, who suc-



GREENSBORO HIGH SCHOOL FOOTBALL SQUAD. (Coached by Bob Jamieson)

Front row, left to right: Jim Robinson, Lyndon Sikes, Clinton Bass, J. M. Self, Earl Betts, Rick Ferrell, Harry Morrison, Nollie Vereen, Richard Kidd, Bill Qualls, Buddy Flynn. Second row: Paul Patton, Larry Crawford, Bert Smith, Bill Smith, Max Lamb, Julian McGee, Fil Mabry, Ray Anderson, Norman Harden, Joe Attayek, Bobby Clemmons, Bobby Watson, Joe Breedon. Third row: Bradley Faircloth, Bob Gross, Joe Johnson, Dave Burtner, Larry Dempsey, Jack Sessoms, Chuck Whitcomb, Tal Henry, Jerry Clapp, Zander Sherrill, Jim Staton, Buddy Wilson, H. C. Fordham.

ceeded Raleigh as champion.

Although there is nothing in the association by-laws whereby a team can be penalized for not taking part in a championship game, some officials expect the state body to add

an amendment calling for a penalty for any team not participating in a scheduled game in the future.

Here are the final Class AA Conference races:

EASTERN CONFERENCE

Teams	Won	Lost	Tied	Points	Opponents' Points
Wilson	*5	2	0	59	34
Fayetteville	*4	3	0	113	50
Durham	3	2	1	75	71
Raleigh	3	2	1	62	49
Wilmington	3	2	1	71	41
Rocky Mount	1	4	1	39	65
Goldsboro	1	5	0	13	113

*Wilson beat Fayetteville, 14-7, in playoff game for Eastern title.

WESTERN CONFERENCE

Teams	Won	Lost	Tied	Points	Opponents' Points
Greensboro	6	0	1	118	27
High Point	3	1	2	68	20
Charlotte	4	2	0	98	76
Winston-Salem	3	3	0	65	58
Burlington	2	4	0	58	54
Gastonia	2	4	0	70	95
Salisbury	1	4	0	35	138
Asheville	1	4	1	62	91

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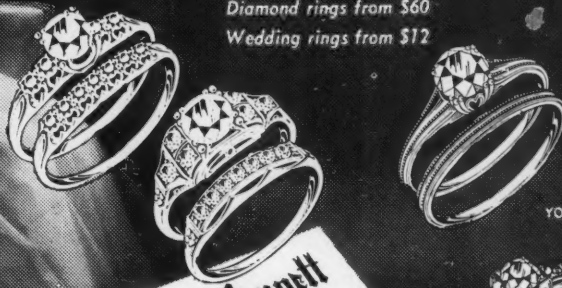
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ALABAMA

By RONALD WEATHERS

Ten high schools in Alabama made it through their 1946 campaigns without defeat, four of them turning the trick for at least the second straight year; but it is doubtful that more than three of that group could lay rightful claim to the state championship.

In Alabama, where no football champion is recognized by the state high school athletic association, there seems only one way to claim top state honors. That method involves playing and defeating the teams in the state recognized as top-drawer competitors.

Such a schedule was played by Ed Eubank's Ramsay Rams, of Birmingham, who went through the season unbeaten against the best in Birmingham as well as other leading teams in North and Central Alabama and Tennessee. The Birmingham entry in winning nine games climaxed its season by defeating Ensley, also of Birmingham, 14 to 6, in the annual Crippled Children's Clinic Thanksgiving Day classic in Birmingham before an estimated 27,000 fans.

It is in this game every year that the Birmingham prep grid championship is decided, and it may well include the championship of Alabama, since the Magic City teams

ALABAMA COACHES' 1946 ALL-STATE*			
Player, School—	Wt.	Pos.	Year
Allan Worthington, Phillips	175	End	Junior
Davis Melton, Tallassee	161	End	Senior
Jack Lambert, Emma Sansom	195	Tackle	Senior
Robert Trussell, B. B. Comer	175	Tackle	Senior
Lanar Keese, West End	190	Guard	Junior
Sanford George, Handley	183	Guard	Senior
Charles Bohorfoush, Ramsay	198	Center	Senior
Ed Salem, Ramsay	181	Back	Senior
Ernest Brooks, Huntsville	170	Back	Senior
Jack Rutledge, Talladega	178	Back	Senior
Bobby Holmes, Tallassee	160	Back	Senior

SECOND TEAM

Player, School—	Pos.
Elliot Speed, Parrish (Selma)	End
Jack Stanford, Gadsden	End
Robert Camp, Ensley	Tackle
Tommy Watkins, Ramsay	Tackle
John Alexander, Ramsay	Guard
Ned Colburn, Holt	Guard
Roy Ford, Anniston	Center
Jack West, West Blocton	Back
E. Cornutt, Emma Sansom	Back
Al Lary, Northport	Back
Johnny Wallis, Ensley	Back

THIRD TEAM

Player, School—	Pos.
Fred Folsom, Etowah	End
Chauncey Wood, S. Lanier	End
Fred Dreysprings, Woodlawn	Tackle
Bryce Rushing, Gadsden	Tackle
Roy Smalley, Woodlawn	Guard
Burk McAllister, Russellville	Guard
Bob Crittenden, Coffee	Center
J. Guthrie, Parrish (Selma)	Back
Lamar Bowdne, Troy	Back
Butch Avinger, Sidney Lanier	Back
Excell Hester, Etowah	Back

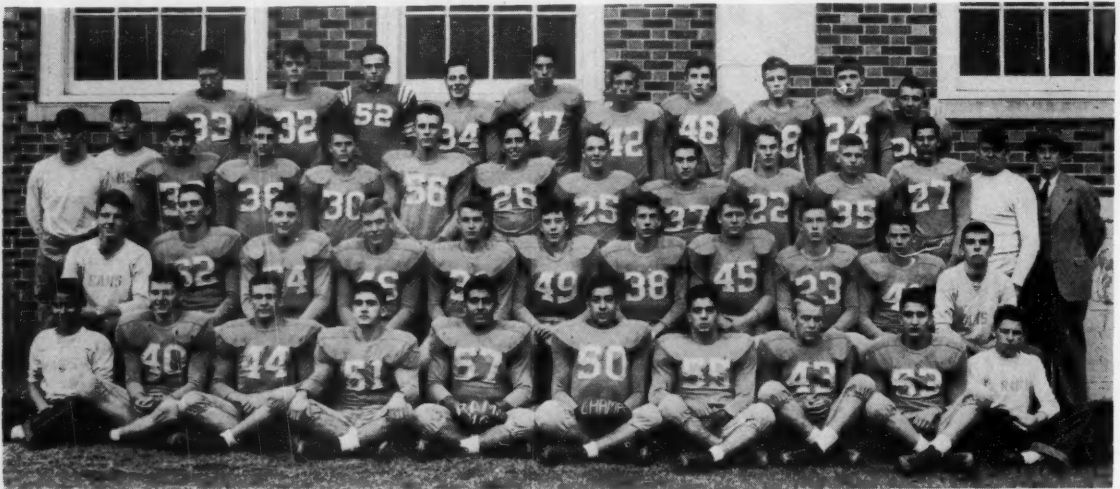
*As chosen in The Birmingham News-Age-Herald's annual poll.

take on and consistently beat other leading teams in Alabama year after year.

Ramsay, led by All-State back Eddie Salem and All-State center Charles Bohorfoush, compiled this record: a 6-0 loss to Woodlawn of

Birmingham later converted to a win when two Woodlawn players were ruled ineligible, plus wins over Memphis Tech, 31-6, Ensley, 6-0, and 14-6, West End of Birmingham, 12-0, Phillips of Birmingham,

(Continued on page 42)



RAMSAY HIGH SCHOOL FOOTBALL SQUAD. (Coached by Ed Eubank)

Front row, left to right: Richard Bite (manager), Jerry Small, Tommy Watkins, Marvin Kabase, Charles Bohorfoush (Alternate captain and All-City, All-State, 1946), Ed Salem (Captain and All-City, All-State, 1945 and 1946), John Alexander, All-City, 1946, Bill Caudle, Charles Feigelson, Charles Hatcher. Second row: Jack Lewis (manager), Gene Feigelson, Sidney Jaffe, Thomas Quinn, (Alternate captain elect, 1947), Eddie Burg, Tommy Hamilton, Don McCain, Billy Coe, Ed Thomas, Robert Ferguson, Neel Smith (manager). Third row: "Mutt" Reynolds (assistant coach), Herbert Habshey, Allan Drash, Bobby Timmons, Jack Lacamp (All-City, 1946), Jack Fiorella, Jim Dow, Sol Kimerling, Tommy Caldwell, Bernie Thompson (captain elect, 1947), Bill Alford, "Swede" Lawson (assistant coach), J. R. Gardner, Jr. (Principal). Fourth row: Ed Eubank (head coach), Charles Culp, Billy Cash, Bobby Whitten, Jerry Routman, John Baumgartner, Billy Joe Holley, Harry Goodall, John Lavette, Ed Duncan, Frank Mathews.

GIRLS' BASKETBALL

(Continued from page 13)

on the beam. We talk situations, screens and proper methods of pivoting. We pass and break, getting all these very important phases in before a play is ever mentioned. Too many plays will only tend to confuse a team. We give two plays, a fast break and a good pivot play, and when we go into our first game, that is our crop. After that first game, we know more about our girls under fire and can make adjustments to suit the team personnel, adding only situations to these two plays. We add a new screen in here and a cut there to ready it up for our next opponent.

I do not believe that an average team can learn a large number of plays and work them. A few simple ones well-executed will serve you well if you have drilled the fundamentals into your team. Remember, as the season progresses you can tell whether your team can take on more plays and can work them into their game. It might be well to add new ideas each practice, as that tends to add interest, but still make your type game suit your players and always come back to the basic fundamentals. That is the only basketball.

We all feel a little discouraged if we get bumped early in the season, but I am sure that it does most of us good if we take advantage of our mistakes—and certainly coaches make as many as players. Watch your opponents—see what they do that beats you and correct it. Think about your team and its games and try to outsmart the other fellow.

Build up the team's morale at all times. Don't be too pessimistic, and help your team by making them think you believe in them. Realize that nothing is impossible for youth, and at times they can even surpass their own ambitions.

Do not substitute at random—know why you are sending in a sub. Never change a combination that is clicking. As long as you are working and staying out front, stick with it until you have the game in the bag. I am afraid that coaches substitute sometimes because they do not know anything else to do. It may be fashionable, but it sure does not pay off.

Summary

Work hard with your team. Take it seriously. Teach them fundamentals. Be thorough—step by step.

Have a team that can pass, pivot,

(Continued on page 48)

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H912 Black leather, non marking sole	9.95
H910 Black leather non marking sole	8.95
H915 White leather non marking sole	8.95
9160 Converse Canvas AllStar	5.00
9240 Converse Canvas Coach	4.00
No. 14 Black Canvas, Arch Support	5.00
No. 12 Black Canvas, non marking	4.00

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No. 293 White leather top, sponge insole and arch support, best shoes made	8.95
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The girls' have 12 to set only.

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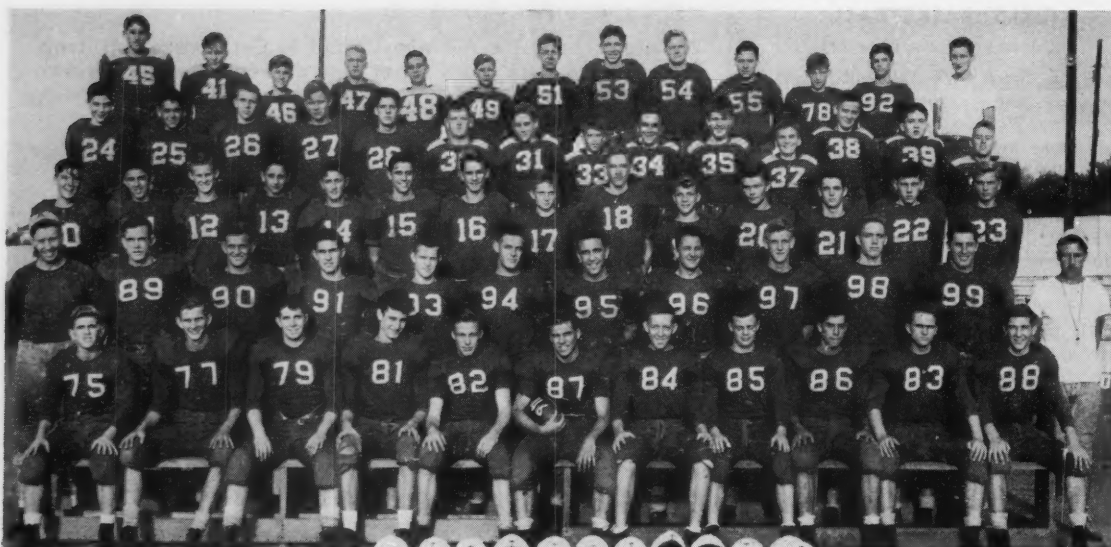
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54" White Converse laces pr.	10
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Knee pads, Chuck Taylor in color	2.95
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No. UHE umpire Horn	1.95
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TALLADEGA HIGH SCHOOL FOOTBALL SQUAD. (Coached by Joe Shapiro)

Front row, left to right: Jimmy Pursell, Walter Henley, Douglas Keith, Bailey Dixon, Joe Burt, Thomas Ivey (captain), Julius Jones, Leroy Robinson, Bobby Nabors, James Cole, Eugene Freeman. Second row: Norman Wesley (line coach), Jack Rutledge, Charles Quarles, Durell Morris, Ardie Bowers, James Quarles, Gene Harris, John Christie, Ferrell Hobbs, Owen Cox, Jimmy Blackmon, Joe Shapiro (head coach). Third row: Glen Turner, David Riddle, Buddy Martin, Ralph Randall, Leon White, Bryant Ivey, Ed Hussey, Jerry Deupree, Bob McBride, Charles Freeman, Dick Burton, Roy Brooks, George Ansley, Romayne Ledlow. Fourth row: Jack Held, Durell Mock, Richard Robertson, Andy Moore, Bobby Burns, Bobby Jones, Charles Spencer, Tommy Tate, Calvin Haynes, Billy Hardigree, Carl Munroe, Robert Tanner, Phillip Smith, Jimmy Nabors. Back row: Billy Adkinson, Tommy Barber, Wren Munroe, John McBride, Sidney Robertson, Reginald Rogers, Wallace Smith, Sonny Griffin, Jimmy Edmondson, Jimmy Mizzell, Tommy Pope, Jack Wright, John Barber (mgr.)

ALABAMA

(Continued from page 40)

16-6, Decatur, 25-0, and Lanier of Montgomery, 41-0.

Other unbeaten prep elevens in Alabama included: Escambia County (Atmore), T. R. Miller (West Brewton), Coffee County (Enterprise), Tallassee, Tuscaloosa County North Tallassee, Tuscaloosa County (Northport), Talladega, Aliceville, Fayette and Huntsville.

Of that group, probably Tallassee had the most enviable record. Coach Hot O'Brien's Tigers roared through nine straight victories to run their string of victories over more than five seasons to 50. The Tigers came up with wins over Dadeville, 12-6, Phenix City, 13-6, Holtville, 58-0, Lanett, 41-0, Valley High, 13-0, Opelika, 26-0, Alexander City, 30-14, Eufaula, 45-7, and Lanier of Montgomery, 12-0.

Coach Adrian McKenzie's Tuscaloosa County team rolled with ease over every team it faced, except one—Emma Sansom of Gadsden, which put up a terrific fight before falling, 12-6, as the rest. The Northport team, a North Alabama power, also defeated West Blocton, 14-0, Hueytown, 21-0, Brookwood, 41-0, Tuscaloosa, 20-0, Shades-Cahaba, 22-0, and Jasper, 33-7.

Like Tallassee, three other teams

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went through unbeaten for at least the second straight season, those teams being Escambia County at Atmore, Talladega and Aliceville.

The leading teams in each of the eight Alabama High School Athletic Association districts:

First District—Escambia County at Atmore, finishing unbeaten for the second straight season with seven wins and one tie; and T. R. Miller, of West Brewton, also listing seven wins and a tie. The teams played to a 7-7 tie before a record crowd at Atmore, thus dividing the district championship.

Second District—Coffee County at Enterprise, winner of eight in as many starts, and Dothan, winner of six and loser only to undefeated Talladega and Emma Sansom of Gadsden.

Third District—Twice-beaten Albert G. Parrish, of Selma, winner of seven, and Sumter County, of York. After bowing to Aliceville, 45-0, in its opener, York won seven games and finished the season without being scored on again.

Fourth District—Tallassee, head and shoulders above the rest in its area. The Tigers scored nine straight victories in the course of the season, thus running their win streak to 50 in a row. Only Massillon, in Ohio, boasts a longer streak among high schools in the United States, that team holding a string of 53.

Fifth District (excluding Birmingham's Big Five)—Tuscaloosa County at Northport, unbeaten and untied and a strong claimant to top state honors.

(Continued on page 50)

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(1941)

1946
All-American

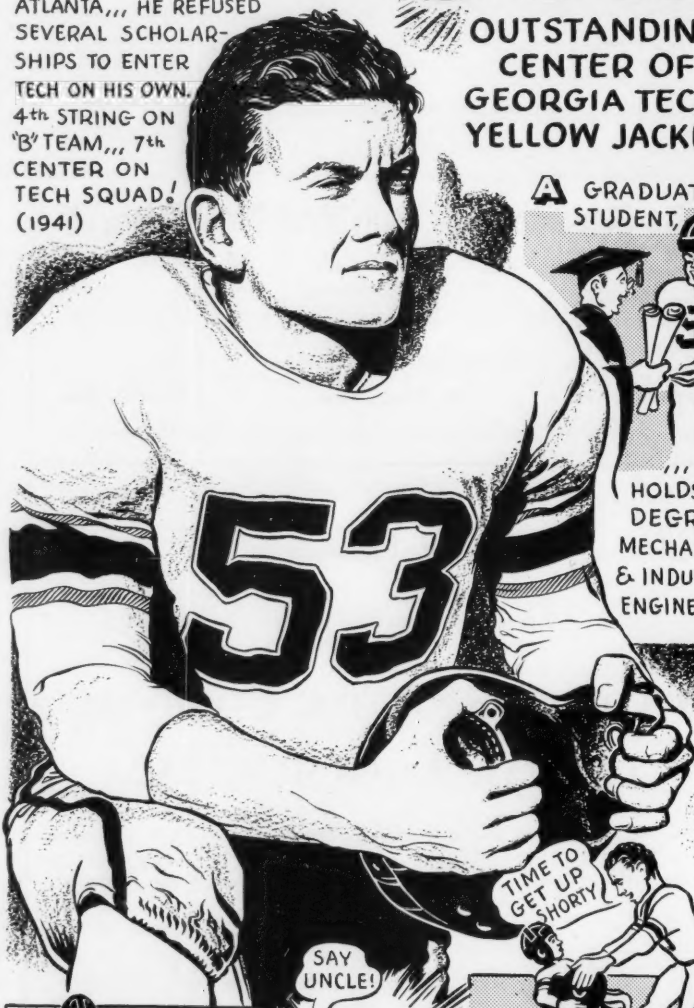
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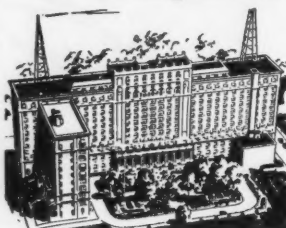
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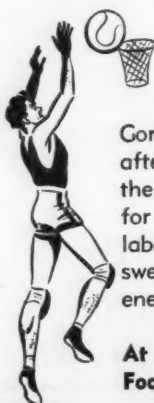
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TEXAS ROUND-UP

(Continued from page 32)

justifies), there are some strong points in its favor. All of which bares the fact that much of this inequality is "asked for," since 23 of the 104 schools (22%) have less than the required 500 scholastics. Once this practice is started in a certain area there is no stopping it. When a AA district "votes in" one or two schools, it skims the cream from the A schools in that area. Then the A district votes in the best of the Class B schools in that area. This vicious circle winds up with less spirited competition in all districts, and the undermanned squads in all classes make the best of a bad situation.

Although it must be admitted that the money angle is a potent one, it might also be said that the big prize—a state title—also figures in here. If the Class A schools are permitted to go all the way, it is reasonable to expect many of these schools to drop back into their own class and take a shot at the big prize in a district where they will have a better chance of winning it.

To be brutally frank, we suspect that much of this applying for membership in an upper bracket is the result of downtown pressure rather than the desires of the school men. Of course, the argument that they make more money playing the larger schools—even though they can't compete with them—won't hold water when compared to the perils to which the small squad players are subjected. (If this last statement be false, then the whole idea of classification by enrollment is a fallacy.) If this practice is the result of downtown pressure, mandatory classification is an easy way out.

MORE NEXT MONTH

The writer has taken it upon himself to look into this question thoroughly. Much information has already been gathered, but we still don't have enough to give all the facts or make any sort of recommendation. By next month we expect to have everything in good order, at which time we will either make a recommendation or at least present the facts and ask, "How would you do it?" In the meantime, if you have any ideas, fire them in.

CAMPUS CLOSE-UPS

(Continued from page 17)

ball game, the winner holding the award for that year. A link in the shape of a horned frog or pony will be added to a chain on the skillet handle following each game. The first presentation of the skillet was made at the TCU-SMU Student Council dinner in Dallas following their game.

A TCU ex, driving from Houston to see the TCU Homecoming battle with the Texas Longhorns, saw a sign held by three boys at the Waco city limits which read, "Fort Worth—to see the Steers beat TCU." He picked the boys up, and all the way to Cowtown there were cracks made about the coming game.

Sunday, driving back to Houston, the ex was thumbed by the same

three. He stopped, but when the boys saw who was offering the ride, there was a hasty discussion in whispers. Finally the spokesman said to the driver, "We'll ride with you on one condition, that you make absolutely no conversation about the game." Needless to say, it was a silent trip!

The field clock was a good "fall guy" for the Horned Frog Band at the TCU-University of Texas football game recently. It stopped exactly five minutes before the game was over, with the score TCU-14, Texas-0. The officials called time out to explain the situation to the coaches. The band took advantage of the lull to play "Give Me Five Minutes More," which seemed to hit a sweet spot with Frog rooters and a sour note with Steer fans.



Now that the last football game of the season is over, your thoughts naturally turn to next year, and the first thing you think about is your equipment. Unless it is taken care of NOW, you may find yourself without equipment next year. Send your football equipment to "MARBA" immediately. We will sterilize, repair and recondition your football equipment to gleaming newness for next season's service. Contact MARBA today or the representative nearest you.

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GIRLS' BASKETBALL*(Continued from page 41)*

screen, rebound, as well as shoot correctly.

Have a system and follow it through.

Teach your girls to run correctly.

25 to 50 fouls a practice are not too many. Fouls win all close ball games.

Keep up the team spirit. Watch staleness, but have cooperation and harmony at all times.

Have fun and see that each player has her share of fun. Never overdo the act of steaming your team up for an opponent.

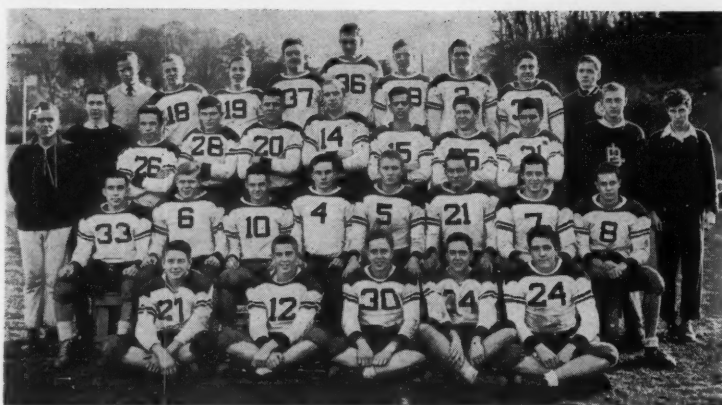
See that your players all like the game. Make your stars as well as the lowest sub share and share alike in all good and bad.

Watch the health of each girl. Attend any minor injury. See that she has the best of medical attention.

Remember that girls can take it and dish it out, but be sure they are in the proper physical condition before you require it of them.

Sloppy playing reflects sloppy coaching.

Know in your own heart that you have done your very best at coaching and you will find that basketball is a great game, win or lose.



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FRONT COVER PHOTO

The front cover photo this month is that of Charley Trippi, All-American halfback and sparkplug of University of Georgia's undefeated and untied football team. Trippi was named on the All-American selections of Look Magazine, A.P., U.P., I.N.S., Collier's, Transradio, Paramount News Reel, New York Daily News, Quarterback and Bill Stern.

He is an excellent runner, passer and punter and is a great defensive player. He is one of the greatest backs the game has produced.

Charley will graduate in March and hopes to coach, after he has had a fling at pro football or baseball.

He is married to a former High Point, N. C., girl, Virginia Davis. They have a baby daughter, Joan, age twenty months.

HALFBACK ON DEFENSE

(Continued from page 11)

help out the end and line backer. But if the play develops into a pass, then he must react quickly to defend against it. This method naturally requires the safety man and the other halfback to provide the defense for long passes.

Of course, down and distance afford some basis for the defensive halfback's play, but they seldom offer a criterion on which he can base his entire conduct during a game. They are but two of the many things to be taken into consideration, all of which added together make the defensive halfbacks' physical and mental stature, training and quick reflexes matters of prime consideration in the development of a successful football team.

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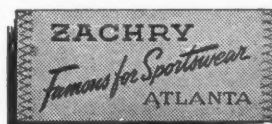
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WRESTLING

(Continued from page 15)

fundamental in wrestling, but they are neither adequately presented, nor do they constitute the whole foundation. As is the case in all sports, there is neither beginning nor end to talking about it, but its essence lies in the doing of it. This sport is open to all boys between the ages of 6 and 60. It is hoped that it will continue to grow in our southern schools.

ALABAMA

(Continued from page 43)

Sixth District—Talladega, winning nine straight in the 1946 season, thus running its string of consecutive wins to 18 in finishing its second straight unbeaten season.

Seventh District—Aliceville and Fayette, two offensive teams, both of which finished the season with nine victories in as many starts. Aliceville, which made nine touch-downs on punt returns, scored 250 points to opponents' 26, while Fayette tallied 207 to only six for opponents.

Eighth District—Huntsville, which went through the season unbeaten and untied to eight victories.

WINNING BASKETBALL

(Continued from page 28)

talking will do any good. In our meetings we discuss our next opponent and what we think will work against them. I believe that it is important to let the players suggest different things that they think will work.

During last season I tried to carry my boys to see as many good games as possible, for I feel that they pick up a lot of good things. In closing, I hope that some of the things I have listed will be helpful to other coaches and that we can have as good a season this year as we had last year.

Bound Editions Southern Coach & Athlete

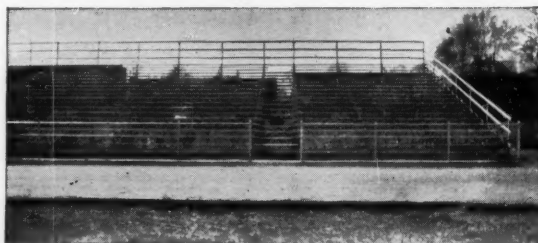
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Very reluctantly we had to turn down reconditioning work for several hundred schools and colleges—but we had no choice—it was humanly impossible for us to do more than we were attempting to do.

With the coming of 1947 we again look forward to relief from the grind of the past five years—and we think there will be relief. We now have a full complement of workers and will no longer have to say "NO" to anyone seeking IVORY SYSTEM Service.



